

EYFS	Characteristics of effective learning	Early Learning Goals
Enquiry Skills	<p>Show curiosity about objects, events and people. Questions why things happen. Engage in open-ended activity. Take a risk, engage in new experiences and learn by trial and error. Find ways to solve problems / find new ways to do things / test their ideas. Develop ideas of grouping, sequences, cause and effect. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Use senses to explore the world around them. Make links and notice patterns in their experiences. Create simple representations of events, people and objects. Build up vocabulary that reflects the breadth of their experience.</p>	<p>Choose the resources they need for their chosen activities. Handle equipment and tools effectively. Answer how and why questions about their experiences. Make observations. Develop their own narratives and explanations by connecting ideas or events. Explain why some things occur and talk about changes.</p>
Understanding of the world	<p>Know about the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	

Working Scientifically	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Science Progression Map

<p>Plan</p>	<p>Ask simple questions when prompted.</p> <p>Suggest ways of answering a question</p>	<p>Ask simple questions.</p> <p>Recognise that questions can be answered in different ways</p>	<p>Ask relevant questions when prompted.</p> <p>Use different types of scientific enquiry to answer them.</p> <p>Set up simple and practical enquiries, comparative and fair tests with some support.</p>	<p>Ask relevant questions.</p> <p>Use different types of scientific enquiries to answer their questions.</p> <p>Set up simple and practical enquiries, comparative and fair tests</p>	<p>Plan different types of scientific enquiries to answer questions.</p> <p>With prompting, recognise and control variables where necessary.</p>	<p>Plan different types of scientific enquiries to answer questions.</p> <p>Recognise and control variables where necessary.</p>
<p>Do</p>	<p>Make relevant observations using simple equipment.</p> <p>Conduct simple tests, with support.</p> <p>Identify and classify with guidance.</p>	<p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p>	<p>Make systematic and careful observations, using simple equipment.</p> <p>Use standard units when taking measurements.</p>	<p>Make systematic and careful observations using a range of equipment, including thermometers and data loggers.</p> <p>Take accurate measurements using standard units, where appropriate.</p>	<p>Select, with prompting, and use appropriate equipment to take readings.</p> <p>Take precise measurements using standard units.</p> <p>Begin to understand the need for repeat readings.</p>	<p>Use a range of scientific equipment to take measurements.</p> <p>Take measurements with increasing accuracy and precision.</p> <p>Take repeat readings when appropriate.</p>

Science Progression Map

<p>Record</p>	<p>Gather and record data</p>	<p>Record and communicate their findings in a range of ways and begin to use simple scientific language.</p> <p>Gather and record data to help answer questions.</p>	<p>With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions.</p> <p>With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated.</p>	<p>Gather, record, classify and present data in a variety of ways to help to answer questions. Record findings using simple scientific language, drawings and labelled diagrams.</p> <p>Record findings using keys, bar charts, and tables.</p>	<p>Take and process repeat readings.</p> <p>Record data and results.</p> <p>Record data using labelled diagrams, keys, tables and charts.</p> <p>Use line graphs to record data.</p>	<p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar charts and line graphs.</p>
<p>Review</p>	<p>Recognise findings. Use their observations and ideas to suggest answers to simple questions.</p>	<p>Use their observations and ideas to suggest answers to simple questions.</p>	<p>With prompting, suggest conclusions from enquiries.</p> <p>Suggest how findings could be reported.</p>	<p>Report on findings from enquiries, including oral and written explanations, of results and conclusions.</p>	<p>Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships.</p>	<p>Report and present findings from enquiries, including conclusions and causal relationships.</p>

Science Progression Map

<p>Vocabulary</p>	<p>Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe.</p>	<p>Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data</p>	<p>Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions, predictions, support, thermometers</p>	<p>Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data loggers</p>	<p>Previous vocab plus, notice, patterns, relationships, independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships, support/refute, data loggers</p>	<p>Previous vocab plus opinion/fact, confidently name scientific enquiry types</p>
<p>Biology</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

<p>Plants</p>	<p><i>What is alive?</i></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><i>What do living things need to survive?</i></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><i>Do living things need different things to survive?</i></p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			
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<p>Vocabulary</p>	<p>Names of: wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable, deciduous, evergreen</p>	<p>seeds, bulbs, water, light, growth, healthy, shoot, seedling,</p>	<p>leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal</p>			
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	<i>What are bodies and what can they do?</i>	<i>How can living things stay healthy?</i>	<i>How do living things work?</i>	<i>What do our bodies do with food we eat?</i>	<i>How do our bodies change as they get older?</i>	<i>How do our choices affect how our bodies work?</i>
Animals Including Humans	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	notice that animals, including humans, have offspring which grow into adults	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	describe the simple functions of the basic parts of the digestive system in humans	describe the changes as humans develop to old age.	identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
	identify and name a variety of common animals that are carnivores, herbivores and omnivores	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	identify that humans and some other animals have skeletons and muscles for support, protection and movement	identify the different types of teeth in humans and their simple functions		recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		construct and interpret a variety of food chains, identifying producers, predators and prey.		describe the ways in which nutrients and water are transported within animals, including humans.
	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.					

<p>Vocabulary</p>	<p>Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low</p>	<p>offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene</p>	<p>Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate</p>	<p>Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain</p>		<p>Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle,</p>
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Living things and their habitats

What is alive, dead or was never alive?

explore and compare the differences between things that are living, dead, and things that have never been alive

Can living things live forever?

identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other

identify and name a variety of plants and animals in their habitats, including microhabitats

describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different

Living things: What's the same and what's different?

recognise that living things can be grouped in a variety of ways

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Are living things in danger?

recognise that environments can change and that this can sometimes pose dangers to living things.

Do all Life cycles look the same?

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

describe the life process of reproduction in some plants and animals.

Living things: What's the same and what's different?

describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

give reasons for classifying plants and animals based on specific characteristics.

Science Progression Map

<p>Vocabulary</p>		<p>Living, dead, never been alive, names of local habitats, pond, woodland, meadow, name microhabitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter</p>		<p>Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).</p>	<p>Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young</p>	<p>Organism, microorganism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds mammals, vertebrates ,invertebrates, name some of these, arachnid, mollusc, insect, crustacean</p>
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Science Progression Map

<p>Evolution and inheritance</p>						<p><i>How do living things change over time and place?</i></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>
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Science Progression Map

<p>Vocabulary</p>						<p>Fossils, adaptation, endangered, environment, evolution, extinct, organism, inheritance, genes, living things, change, characteristics, variation, conditions, offspring</p>
<p>Chemistry</p>	<p>Year 1</p>	<p>Year 2</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>

Vocabulary

Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through

Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze

States of matter, solid, liquid, gas, air, oxygen, powder, granular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees Celsius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration

Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbent, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non reversible changes, new material, burning, rusting,

Science Progression Map

Rocks			<p><i>Are all rocks the same?</i></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>			
Vocabulary			<p>Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat,</p>			
Physics	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Light			<p><i>What is the dark?</i></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>			<p><i>How do we see?</i></p> <p>recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
			<p>Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent</p>			<p>Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent</p>

Forces			<p><i>What can magnets do?</i></p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p><i>How do things move?</i></p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>

Science Progression Map

Vocabulary

Force, contact force,
noncontact force,
magnetic force,
magnet, strength, bar/
ring/button/horses hoe
magnets, attract, repel,
magnetic material,
metal, iron, steel, non-
magnetic, poles, north/
south pole

Fall, Earth, gravity,
weight, mass, air
resistance, water
resistance, friction,
moving surfaces,
mechanisms, levers,
pulleys, gears, force,
transfers

Science Progression Map

<p>Sound</p>				<p><i>How do we hear different sounds?</i></p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>		
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Science Progression Map

				Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument		
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<p>Electricity</p>				<p><i>Can we control electricity?</i></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>		<p><i>Can we vary the effects of electricity?</i></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>

Science Progression Map

<p>Vocabulary</p>				<p>Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection,</p>		<p>Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile</p>
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Science Progression Map

Earth and Space					<p><i>Sun, Earth and Moon: what is moving?</i></p> <p>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>describe the movement of the Moon relative to the Earth</p> <p>describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	
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Science Progression Map

					Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks	
Seasonal Changes	<p><i>Do living things change or stay the same?</i></p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>					

Vocabulary

Season, spring,
summer, autumn,
winter, weather, hot,
warm, cool cold,
sunny, cloudy, windy,
rainy, snowing,
hailing, sleet, frost,
fog, mist, icy, rainbow,
thunder, lightning,
storm, light, dark, day,
night