

Cranmore Infant School

Science

PROGRESSION

FRAMEWORK

2021-2022

# Science whole school Progression

	Three and Four-Year-Olds	Reception	Year 1	Year 2	Year 3 (next steps)
Communication and Language	Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>Tooth brushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> </ul> <ul style="list-style-type: none"> <li>being a safe pedestrian</li> </ul>			
Personal, Social and Emotional Development	Make healthy choices about food, drink, activity and tooth brushing.	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing -</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul>			
Understanding the World	<ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Explore collections of materials with similar and/or different properties.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Begin to make sense of their own life-story and family's history.</li> <li>Explore how things work.</li> <li>Plant seeds and care for growing plants.</li> </ul>	<ul style="list-style-type: none"> <li>Explore the natural world around them.</li> <li>Describe what they see, hear and feel while they are outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>			

# Science whole school Progression

	Nursery	Reception	Year 1	Year 2	Year 3 (next steps)
Seasonal Changes			<ul style="list-style-type: none"> <li>Observe changes across the 4 seasons;</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><u>Local Habitats</u></p> <ul style="list-style-type: none"> <li>Describe the changes that take place in vegetation and animal life in a habitat and a micro-habitat across the four seasons.</li> <li>Use simple scientific vocabulary to describe their ideas and observations.</li> </ul>	
Plants			<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> <li>observe the growth of bulbs and or/ seeds</li> </ul>	<ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants.</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers;</li> <li>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;</li> <li>investigate the way in which water is transported within plants;</li> </ul>
Animals Including Humans			<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults.</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food,</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>

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	Nursery	Reception	Year 1	Year 2	Year 3 (next steps)
<b>Living Things and their Habitat</b>				<ul style="list-style-type: none"> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Describe the characteristics of living things (MRS GREN)</li> <li>• 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.</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>	<p><b>Animal Homes</b></p> <ul style="list-style-type: none"> <li>• Observe closely and identify animal homes .</li> <li>• Suggest suitable sites for animal homes, providing simple explanations for their choices using simple scientific vocabulary</li> <li>• Provide homes and other methods to</li> </ul>
	<ul style="list-style-type: none"> <li>• Explore through the senses</li> <li>• Compare/contrast similarities and differences and raise</li> </ul>	<p>Introduce/develop opportunities for exploration which will stimulate children's spontaneous curiosity to:</p> <ul style="list-style-type: none"> <li>• Explore through the senses</li> </ul>	<p><u>Asking Questions</u></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> </ul> <p><u>Measuring and Recording</u></p> <ul style="list-style-type: none"> <li>• Observing closely, using simple equipment</li> </ul>	<p><u>Asking Questions</u></p> <ul style="list-style-type: none"> <li>• gather and record data to help in answering questions.</li> </ul> <p><u>Measuring and recording</u></p> <ul style="list-style-type: none"> <li>• make systematic and careful</li> </ul>	