



## Emscote Infant School - SCIENCE

### Subject Skills Progression – Reception to the end of KS1

	Reception	Year 1	Year 2	Vocabulary
<b>Working Scientifically</b>  (EYFS – Wonderful Wellies)	<p><b>Ongoing:</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Describe what they see, hear and feel while outside.</p>	<p><b>Ongoing:</b> Ask simple questions and understand that they can be answered in different ways.</p> <p>Observe closely, using simple equipment (like magnifying glasses).</p> <p>Perform simple tests (to find things out).</p> <p>Use my observations and ideas to suggest answers to questions.</p> <p>Gather and record data (information) to help in answering questions.</p>	<p><b>Ongoing:</b> Ask simple questions and understand that they can be answered in different ways.</p> <p>Observe closely, using simple equipment (like magnifying glasses).</p> <p>Perform simple tests (to find things out).</p> <p>Use my observations and ideas to suggest answers to questions.</p> <p>Gather and record data (information) to help in answering questions.</p> <p>Identify and classify (sort) living and non- living things.</p>	<p>question, answer, observe, observing, equipment, identify, classify, sort, group, record, diagram, chart, map, data, compare, contrast, describe</p> <p><b>Year 2 above and also...</b> test, find out, measure, length, height, mass/weight, time, temperature, results, pictograph, block graph, bar chart, prediction, conclusion, investigation</p>
Plants	<p><b>Autumn – Colour</b> <b>Autumn</b> Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Describe what they see, hear and feel whilst outside</p>	<p><b>Spring –</b> <b>(Let's Explore)</b> Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.</p> <p>Describe the basic structure of a variety of common plants including</p>	<p><b>Summer –</b> <b>(That's incredible)</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and the right temperature to grow and stay healthy.</p>	<p>common wild plants, garden plants, tree, deciduous, evergreen, trunk, branches, leaf, root, plant, bud, flowers, blossom, petals, stem, fruit, vegetables, bulb, seeds.</p> <p><b>Year 2 above and also...</b></p>

	<p><b>Spring – Changes</b>  <b>What a plant needs to grow</b>  Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p><b>Summer – Animals</b>  <b>Brandon Marsh/Minibeasts</b>  Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>roots, stem, leaves and flowers; including trees.</p>	<p><b>Living things and their habitats:</b>  Identify and name different plants and animals in their habitats, including micro-habitats.</p> <p>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.</p> <p>Describe how animals get their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>healthy, water, light, temperature, soil, nutrients, names of plants in their local environment e.g. buttercup, dandelion, daffodil.</p>
Animals including humans	<p><b>Autumn – Colour</b>  <b>All about me/senses</b>  Describe what they see, hear and feel whilst outside</p> <p><b>Spring – Changes</b>  <b>Growth – Me as a baby and now Lifecycle of a frog/chick</b>  Describe what they see, hear and feel whilst outside</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Know and talk about the different factors that support their overall</p>	<p><b>Summer – (Just Imagine)</b>  Identify and classify (sort) living and non- living things.</p> <p>Identify and name lots of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name lots of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare lots of common animals (fish, amphibians, reptiles, birds and mammals, including pets) by how they look and how they move.</p>	<p><b>Autumn – (Healthy World, Healthy Me!)</b>  Notice that animals, including humans, have offspring (babies) which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (being clean).</p> <p><b>Living things and their habitats:</b></p>	<p>common animals, fish, amphibians, reptiles, birds, mammals, pets, carnivores, meat, cat, dog, lion, tiger, fox, shark, killer whale, eagle, hawk, snake, herbivores, plants, cow, hamster, guinea pig, tortoise, omnivores, badger, human, bear, chickens, hear, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, tongue</p> <p><b>Year 2 above and also...</b>  reproduce, off spring, grow, adults, toddlers, survival, water, food, air, shelter, exercise, fit, healthy, fruit,</p>

	<p>health and well-being; regular physical activity, healthy eating, toothbrushing, sensible amounts of screen time, having a good sleep routine and being a safe pedestrian.</p> <p><b>Summer – Animals</b>  <b>Mini-beasts and farm animals</b>  <b>Polar animals and jungle animals</b>  Describe what they see, hear and feel whilst outside</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<p>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>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p>	<p>vegetables, fish, eggs, pulses, meat, beans, milk, cheese, bread, pasta, rice, butter, oils, protein, carbohydrate, dairy, balanced diet, fats and sugars, skins, scales, fur, feathers, paws, fins, tail, survival, water, food, air, shelter</p>
Everyday Materials	<p><b>Autumn – Colour</b>  <b>Weather</b>  Describe what they see, hear and feel whilst outside</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Spring – Changes</b>  <b>Water cycle</b>  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>Autumn – (Traditional Tales)</b>  Understand the difference between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Spring – (Space)</b>  Identify and compare the suitability of a variety of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Range of scientific investigations – including balloon rockets, where does ice melt the fastest?</p>	<p>materials, wood, plastic, glass, metal, water, rock, properties, hard, soft, stretch, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, brick, paper, fabrics, elastic, foil</p> <p><b>Year 2 above and also...</b>  rock, rubber, fur, fleece, cotton, wool, polyester, cotton wool, flexible, opaque, transparent, translucent, squash, bend, twist, stretch,</p>
Seasonal changes	<p><b>Autumn – Colour</b>  <b>Autumn –</b></p>	<p><b>Spring – (Let's Explore)</b></p>	<p><b>Spring – (Space)</b></p>	<p>Season, spring, summer, autumn, winter, weather,</p>

	<p>Describe what they see, hear and feel whilst outside</p> <p>Understand the effects of changing seasons on the natural world around them</p> <p><b>Spring – Changes</b></p> <p><b>Weather</b></p> <p>Understand the effects of changing seasons on the natural world around them</p>	<p>Observe changes across the four seasons.</p> <p>Observe and describe the weather within the seasons and how the length of the day's changes.</p>	<p>Pupils should observe and talk about changes in the weather and the seasons.</p> <p>Pupils work scientifically by; making tables and charts about the weather and making displays of what happens in the world around them including daylength as the seasons change.</p>	<p>hot, warm, cool, cold, sun, sunny, cloud, cloudy, wind, windy, rain, rainy, snow, snowing, hail, hailing, sleet, frost, fog, mist, ice, icy, rainbow, thunder, lightning, storm, light, dark, day, night</p> <p><b>Year 2 above and also...</b></p> <p>Forecast, daylight saving, evening, afternoon, sunrise, sunset, dawn, dusk, midday, midnight</p>
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