



Progression Map

Scientific Knowledge

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<ul style="list-style-type: none">• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.• Identify and describe the basic structure of a variety of common flowering plants, including trees.• <i>To observe and explore plants in the local environment.</i>• <i>To observe changes in growth of flowers and vegetables they have planted.</i>	<ul style="list-style-type: none">• To observe and describe how seeds and bulbs grow into mature plants.• To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.• <i>To observe plants over time.</i>	<ul style="list-style-type: none">• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• 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• Investigate the way in which water is transported within plants• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			

Animals, including humans

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<ul style="list-style-type: none"> • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • <i>To know how to take care of animals that are taken from the environment.</i> 	<ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<ul style="list-style-type: none"> • To 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. • To identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions • To construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> • To describe the changes as humans develop to old age. • <i>To draw a timeline to indicate stages in the growth and development of humans.</i> • <i>To learn about the changes experienced in puberty</i> 	<ul style="list-style-type: none"> • To identify and name the main parts of the human circulatory system. • To describe the functions of the heart, blood vessels and blood. • To recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function. • To describe the ways in which nutrients and water are transported within animals, including humans. • <i>To explore questions to understand how the circulatory system enables the body to function.</i> • <i>To learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</i> • <i>To explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i>

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		<ul style="list-style-type: none"> • 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 micro-habitats. • 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. • Explore and compare the differences between things that are living, dead and things that have never been alive. 		<ul style="list-style-type: none"> • To recognise that living things (including those in the locality) can be grouped in a variety of ways • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • To recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> • To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • To describe the life process of reproduction in some plants and animals. • <i>To design a comparative test to find the best fertilizers for growth in marigolds.</i> • <i>Compare the life cycles of plants in the local environment (the school garden) with that of the rainforest explaining any similarities and differences.</i> • <i>To raise questions about their local environment throughout the year.</i> • <i>To find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</i> • <i>To find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</i> 	<ul style="list-style-type: none"> • To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • To give reasons for classifying plants and animals based on specific characteristics. • <i>To know that broad groupings, such as micro-organisms, plants and animals can be subdivided.</i> • <i>To classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals).</i> • <i>To find out about significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</i>

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Light			<ul style="list-style-type: none"> • To recognise that they need light in order to see things and that dark is the absence of light • To notice that light is reflected from surfaces • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes • To recognise that shadows are formed when the light from a light source is blocked by a solid object • To find patterns in the way that the size of shadows change. 			<ul style="list-style-type: none"> • To recognise that light appears to travel in straight lines • To 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 • To 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 • To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. • <i>To work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works.</i> • <i>To look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</i>

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Forces and magnets			<ul style="list-style-type: none"> • To compare how things move on different surfaces • To notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • To 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 • To describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing • To predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<ul style="list-style-type: none"> • To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • To identify the effects of air resistance, water resistance and friction, that act between moving surfaces • To recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • <i>To explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</i> • <i>To explore the effects of friction on movement and find out how it slows or stops moving objects.</i> • <i>To find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i> 	
Seasonal Changes	<ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. • <i>Pupils should observe and talk about changes in the weather and the seasons.</i> 					

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- *Become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.*
- *To explore a wide range of materials e.g bricks, foil, elastic, paper, fabrics.*

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes
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- To demonstrate that dissolving, mixing and changes of state are reversible changes
- To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on

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				<p>formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>	<p>bicarbonate of soda.</p> <ul style="list-style-type: none"> • To explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. • To explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. • <i>They should find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.</i> • <i>Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?'</i> 	

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Evolution and Inheritance						<ul style="list-style-type: none"> • recognise that living things have changed • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

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Earth and Space					<ul style="list-style-type: none"> • To describe the movement of the Earth, and other planets, relative to the Sun in the solar system • To describe the movement of the Moon relative to the Earth. • To describe the Sun, Earth and Moon as approximately spherical bodies • To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. • <i>To learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).</i> • <i>To understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</i> 	

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Sound				<ul style="list-style-type: none"> •To identify how sounds are made, associating some of them with something vibrating •To recognise that vibrations from sounds travel through a medium to the ear •To find patterns between the pitch of a sound and features of the object that produced it •To find patterns between the volume of a sound and the strength of the vibrations that produced it •To recognise that sounds get fainter as the distance from the sound source increases. 		

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Electricity				<ul style="list-style-type: none"> •To identify common appliances that run on electricity •To construct a simple series circuit, identifying/naming its basic parts, including cell, wire, bulb, switch and buzzer •To use their circuits to create simple devices •To draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols) •To discuss precautions for working safely with electricity. •To identify whether or not a lamp will light in a simple series circuit •To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit •To recognise some common conductors and insulators, and associate metals with being good conductors. 		<ul style="list-style-type: none"> •To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. •To 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. •To use recognised symbols when representing a simple circuit in a diagram. •<i>To construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors.</i> •<i>To learn how to represent a simple circuit in a diagram using recognised symbols.</i>

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Rocks			<ul style="list-style-type: none"> •To compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties •To describe in simple terms how fossils are formed when things that have lived are trapped within rock •To recognise that soils are made from rocks and organic matter 			

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Vocabulary	<p><i>Evergreen, Deciduous, root, Stem, flower, seed, canopy, trunk, fish, amphibians, reptiles, birds, mammals, carnivores, herbivores, omnivores, nose, ear, mouth, hands, feet, torso, head, skull, wood, plastic, glass, metal, water, rock, flexible, hard, soft, absorbs, season, autumn, winter, spring, summer</i></p>	<p><i>Habitat, dead, alive, food chain, predator, prey, source, light, air, water, warmth, offspring, hygiene, states, shapes, suitability</i></p>	<p><i>Roots, stem, trunk, leaves, flowers, air, light, water, nutrients, transported, life cycle, pollination, seed formation, seed dispersal, nutrition, skeletons, muscles, protection, fossils, trapped, organic, absence, reflected, surfaces, opaque, transparent, translucent, magnetic, forces, attraction, attract, repel, poles</i></p>	<p><i>Classification, keys, digestion, stomach, acid, incisor, molar, premolar, canine, food chain, producer, prey, predator, solids, liquids, gases, state, evaporation, condensation, vibration, pitch, volume, strength, appliance, circuit, cells, wires, bulbs, switches, buzzers, conductor, insulator</i></p>	<p><i>Lifecycle, Amphibian, reptile, reproduction, properties, transparency, conductivity, thermal, magnetic, dissolve, solution, mixture, separated, evaporation, reversible, irreversible, axis, spherical, clockwise, anti-clockwise, rotation, gravity, resistance, air resistance, water resistance, frictions, mechanism, lever, pulley, gear, force</i></p>	<p><i>Characteristics, micro-organisms, circulatory system, blood vessels, capillaries, aorta, veins, nutrients, fossils, adaptation, environment, evolutions, reflect, reflection, reflecting, sources, shadows, circuits</i></p>