

## Progression of skills for Science

### **EYFS Reception** **Understanding the World**

#### **30-50months**

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  
Can talk about some of the things they have observed such as plants, animals, natural and found objects.  
Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time.  
Shows care and concern for living things and the environment.

#### **40-60months**

Looks closely at similarities, differences, patterns and change.

#### **ELG**

Children know about 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.

#### **Exceeding**

Children know that the environment and living things are influenced by human activity.  
They can describe some actions which people in their community do that help to maintain the area they live in.  
They know the properties of some materials and can suggest some of the purposes they are used for.  
They are familiar with basic scientific concepts such as floating, sinking, experimentation.

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	Year 1	Year 2
<b>Working scientifically (demonstrates across the full range of topics)</b>		
	<ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Observing closely, using simple equipment</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Using their observations and ideas to suggest answers to questions</li> <li>• Gathering and recording data to help in answering questions.</li> </ul>	
<b>Progression in concepts</b>		
<b>Animals (including humans)</b>	<p>Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</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>Notice that animals, including humans, have offspring 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.</p>
<b>Plants</b>	<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>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>

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<p><b>Materials</b></p>	<p>Distinguish 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>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses</p> <p>Compare how things move on different surfaces.</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><b>Seasonal change</b></p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	
<p><b>Living things and their habitats</b></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>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p>