# Science Knowledge Progression

| Key Stage 1 | | | | | | |
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| | Plants | Animals, including humans | Everyday Materials | Living Things and their Habitats | Forces | Light and Electricity |
| Year 1 | What do plants need in order to grow?<br><br>• **Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.**<br>• **Identify and describe the basic structure of a variety of common flowering plants, including trees.**<br>*Vocab: stem, trunk, leaf, branch, flower, plant, flower, deciduous, evergreen, plant, flower, deciduous, evergreen*<br>Seasonal Change | What would my ideal pet be like?<br><br>• **Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.**<br>• **Identify and name a variety of common animals that are carnivores, herbivores and omnivores.**<br>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).<br>• **Identify, name, draw and label the basic parts of the human body and say which part of the body is** | What material would make the best umbrella?<br><br>• **Describe the simple physical properties of a variety of everyday materials.**<br>• Compare and group, together a variety of everyday materials on the basis of their simple physical properties.<br>• Distinguish between an object and the material from which it is made.<br>• **Identify and name a variety** | | | |

# Science Knowledge Progression

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| | How do the plants in our playground change throughout the year?<br><br>• **Observe simple changes associated with each season.**<br>• **Observe and describe weather associated with the four seasons and how day length varies.**<br>*Vocab: weather, snow, rain, sun, temperature, longer, shorter, light, Summer, Autumn, Winter, Spring* | **associated with each sense.**<br>*vocab: sense; taste - tongue, mouth; sight - eyes; hearing - ears, sound; touch - fingers, skin, nerves; smell - nose; hands, feet, arms, legs, head, neck, torso, chest, back, fish, amphibians, reptiles, birds, insects, mammals, pets, herbivore, carnivore, omnivore* | **of everyday materials, including wood, plastic, glass, metal, water, and rock**.<br>*Vocab: wood, plastic, glass, metal, water, rock, object, material, property, rough, smooth, hard, soft, strong, weak,* | | | |

# Science Knowledge Progression

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| Year 2 | How do I grow the tallest sunflower?<br><br>• **Observe and describe how seeds and bulbs grow into mature plants.**<br>• **Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.**<br>*Vocab: seeds, leaf, plant, petal, bulb, evergreen, tree, trunk, branches, light, water, growth.* | What do animals need to survive?<br><br>• **Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).**<br>• **Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.**<br>• **Notice that animals, including humans, have offspring, which grow into adults.**<br>*Vocab: offspring, young, adult, calf, foal, kitten, baby, puppy, piglet, hygiene, nutrition, exercise, food, survival, water, food, air, needs* | Which materials did they use to build Leverhulme and why?<br><br>• **Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.**<br>• **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.**<br>*Vocab: squashing, bending, twisting, stretching, suitable,* | Where do animals and plants like to live?<br>• **Explore and compare the differences between things that are living, dead, and things that have never been alive.**<br>• **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.**<br>• **Identify and name a variety of plants and animals in their habitats, including microhabitats.**<br>• **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.**<br>*Vocab: food chain, food source, predator, prey, producer, living, dead, never lived, movement, respiration, sensitivity, nutrition,* | | |

# Science Knowledge Progression

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| | | | *unsuitable, wood, metal, plastic, glass, brick, rock, paper, cardboard* | *excretion, reproduction, growth, plants, animals, habitats, micro-habitats, suitability, adapted* | | |

# Science Knowledge Progression

| Lower Key Stage 2 | | | | | | |
|---|---|---|---|---|---|---|
| | Plants | Animals, including humans | Everyday Materials | Living Things and their Habitats | Forces | Light and Electricity |
| Year 3 | **Could an apple pip really grow into a tree in my tummy?**<br><br>• **Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers**<br>• 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 | **Can children with longer legs jump further?**<br>• **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**<br>•identify that they cannot make their own food; they get nutrition from what they eat<br>• **identify that humans** | **How do rocks keep secrets?**<br><br>• **Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties**<br><br>• **Recognise that soils are made from rocks and organic matter.**<br>• **Describe in simple terms how fossils are formed when things that are lived are trapped within rock**<br><br>*Vocab: fossil, fossilisation, rock, hardness, metamorphic,* | | **Why do objects move when a magnet is nearby?**<br><br>• **compare how things move on different surfaces**<br>• **notice that some forces need contact between two objects, but magnetic forces can act at a distance**<br>• **observe how magnets attract or repel each other and attract some materials and not others**<br>• **describe magnets as having two poles**<br><br>• **predict whether two magnets will attract or repel each other, depending on which poles are facing**<br>• **compare and group together a** | **Could Peter Pan have really lost his shadow?**<br><br>• **Recognise that they need light in order to see things and that dark is the absence of light**<br>**notice that light is reflected from surfaces**<br>**•notice that light is reflected from surfaces**<br>• **recognise that light from the sun can be dangerous and that there are ways to protect their eyes**<br>• **recognise that shadows are formed when the light from a light source is blocked by an opaque object**<br>• **Find patterns in the way that the size of shadows change.**<br><br>*Vocab: darkness, light, sight, reflect, surface,* |

# Science Knowledge Progression

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| | **• investigate the way in which water is transported within plants**<br>**•Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.**<br><br>*Vocab: roots, stem/trunk, leaves, flowers nutrients, Vocab: stem* | **and some other animals have skeletons and muscles for support, protect**<br><br>*Vocab: skeleton, muscle, ligament, tendon, vertebrate, invertebrate, food, nutrient* | *igneous, sedimentary, soil, organic* | | **variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials**<br>•predict whether two magnets will attract or repel each other, depending on which poles are facing.<br>*Vocab: friction, surface, Vocab: force, contact, magnetic, push, pull, attract, repel, pole, North, South, magnetic* | *rays, sun, light, protection, blindness, danger,*<br>*light source, shadow, block, opaque* |

# Science Knowledge Progression

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| Year 4 | | **Why do sharks not need toothpaste?**<br><br>• **describe the simple functions of the basic parts of the digestive system in humans**<br>• **identify the different types of teeth in humans and their simple functions**<br>• construct and interpret a variety of food chains, identifying producers, predators and prey<br>*Vocab: produce, predator, prey, food* | **Where do the raindrops go when it stops raining?**<br><br>• **explore a variety of everyday materials and develop simple descriptions of the states of matter**<br>•**compare and group materials together, according to whether they are solids, liquids or gases**<br>• **Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in** | **Which wild animals and plants might we find in Bolton?**<br><br>• **recognise that living things can be grouped in a variety of ways**<br>• **explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment**<br>• **Recognise that environments can change and that this can sometimes pose dangers** | **Which teacher has the loudest voice?**<br>• **identify how sounds are made, associating some of them with something vibrating**<br>• **recognise that vibrations from sounds travel through a medium to the ear**<br>• **find patterns between the pitch of a sound and features of the object that produced it**<br>• **find patterns between the volume of a sound and the strength of the vibrations that produced it**<br>• **recognise that sounds get fainter as the distance from the sound source increases**<br>*Vocab: faint, distance, wave, sound, vibration, vibration, medium, ear,* | **How would you cope without electricity for one day?**<br><br>• identify common appliances that run on electricity<br>• **construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers**<br>•**use their circuits to create simple devices**<br>•**draw the circuit as a pictorial representation (not necessarily using conventional circuit symbols)**<br>• know about precautions for working safely with electricity<br>• **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** |

# Science Knowledge Progression

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| | | *chain, vocab: digestive system, oesophagus, stomach, liver, small intestine, large intestine, rectum, anus, teeth, incisor, canine, molar, jaw, enamel ,* | **degrees Celsius (°C)**<br>• **Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.**<br>*Vocab: evaporation, condensation, temperature, solid, liquid, gas, change state, heat, cool, temperature, degrees Celsius* | **to living things.**<br>*Vocab: environment, climate, adapt, danger, reptile, mammal, amphibian, bird, fish, insect, arachnid, plant, environment, suited, identify* | *pitch, high, low, volume, loud, quiet* | • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>• recognise some common conductors and insulators, and associate metals with being good conductors<br><br>*Vocab: conductor, insulator, metal, electricity, plug, wire, circuit, cells, wires, bulbs, switches and buzzers, complete, incomplete, loop, battery, series circuit, parallel circuit, switch, break* |

# Science Knowledge Progression

| Upper Key Stage 2 | | | | | | |
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| | Plants | Animals, including humans | Everyday Materials | Living Things and their Habitats | Forces | Light and Electricity |
| Year 5 | | **How different will you look when you are as old as your grandparents?**<br>**•describe the changes as humans develop to old age**<br>•draw a timeline to indicate stages in the growth and development of humans<br>**•learn about the changes experienced in puberty.**<br><br>*Vocab: baby, toddler, child, teenager, adult, elderly* | **Can we separate everything we mix together?**<br>**• 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**<br>**• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution**<br>**• use knowledge of solids, liquids and gases to decide how mixtures might be separated** | **Do all living things start life as an egg?**<br>**• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird**<br>**• describe the life process of reproduction in some plants and animals**<br>• raise questions about their local environment throughout the year<br>• find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall | **How do different forces work?**<br>**• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object**<br>**• identify the effects of air resistance, water resistance and friction, that act between moving surfaces**<br>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.<br>**• explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.** | |

# Science Knowledge Progression

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| | | | **including through filtering, sieving and evaporating**<br>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>• **demonstrate that dissolving, mixing and changes of state are reversible changes**<br>• **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 bicarbonate of soda**<br>**•explore reversible changes, including, evaporating, filtering, sieving, melting and** | **•find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals**<br><br>*Vocab: life cycle; mammal - young, baby, live birth, grow; insect - egg, larva, insect; amphibian - egg, frogspawn, tadpole, adult; bird - egg, chick, reproduction, egg, live birth, young, sexual, asexual, seeds* | **•explore the effects of friction on movement and find out how it slows or stops moving objects**<br>•find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.<br><br>*Vocab: forces, gravity, push, pull, air resistance, water resistance, friction, surfaces, movement.*<br><br>**Where does the moon go during the day?**<br>• **describe the movement of the Earth, and other planets, relative to the Sun in the solar system**<br>• **describe the movement of the Moon relative to the Earth** | |

# Science Knowledge Progression

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| | | | **dissolving, recognising that melting and dissolving are different processes**<br>**•explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.**<br><br>*Vocab: chemical reaction, formation, burning, acid, reversible, irreversible, properties, products, suitable, unsuitable, substance, dissolve, solution, filtering, sieving and evaporating* | | • describe the Sun, Earth and Moon as approximately spherical bodies<br>• **use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.**<br>•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)<br>• 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).<br><br>*Vocab: rotation, day, night, axis, Earth, Sun,* | |

# Science Knowledge Progression

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| | | | | | *solar system, Milky Way, planet (planet names), orbit, Moon, spherical* | |

# Science Knowledge Progression

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| Year 6 | | **Why does the heart pump?**<br>• **identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood**<br>• **recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function**<br>• describe the ways in which nutrients and water are transported within animals, including humans<br>**•explore questions to** | | **How can we classify living things?**<br>• **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**<br>• give reasons for classifying plants and animals based on specific character<br>**•know that broad groupings, such as micro-organisms, plants and animals can be subdivided**<br>**•should classify animals into** | | **Light - How does light travel?**<br>• **recognise that light appears to travel in straight lines**<br>• **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**<br>• **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**<br>• **use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.** |

# Science Knowledge Progression

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| | | **understand how the circulatory system enables the body to function**<br>**•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.**<br>**•explore the work of scientists and** | | **commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals)**<br>**•find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.**<br><br>*Vocab: micro-organism*<br><br>Evolution & Inheritance | | •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<br>**•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).** |

# Science Knowledge Progression

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| | | **scientific research about the relationship between diet, exercise, drugs, lifestyle and health.**<br><br>*Vocab: nutrient, circulation, arteries, veins, diet, exercise, drug, weight, addiction, illness, fitness, health, heart, lungs, artery, vein, capillary, blood, red cell, white cell, oxygen, ventricle, atrium* | | **Why is the dodo extinct?**<br>• **recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago**<br>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents<br>• **identify how living things are adapted to suit their environment in different ways and that adaptation may lead to evolution.** | | . *Vocab: shadow, shape, cast, light, straight line, ray, reflect, eye, light source, travel, straight line*<br><br>**Electricity - What makes an electrical current?**<br>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit<br>• 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<br>• **to learn and use recognised symbols when representing a** |

# Science Knowledge Progression

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| | | | | •be introduced to the idea that characteristics are passed from parents to their offspring, i.e. different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles<br>•appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer<br>**•find out about the work of palaeontologists such as Mary Anning and about how** | | **simple circuit in a diagram.**<br>•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.<br><br>*Vocab: symbol, circuit diagram, cell, voltage, brightness, volume, circuit, component, bulb, buzzer, switch* |

# Science Knowledge Progression

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| | | | | **Charles Darwin and Alfred Wallace developed their ideas on evolution.**<br><br>*Vocab: suited, adaptation, evolution, fossils, evidence, offspring, adapted, parents, genes.* | | |

| Early Years Foundation Stage | |
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| Early Learning Goals for Understanding of the World | |
| The World | |
| Early Years Foundation Stage | • Children know about similarities and differences in relation to places, objects, materials and living things.<br>• Children know about the features of their own immediate environment and how environments might vary from one to another.<br>• Children know why some things occur including changes |

# Science Knowledge Progression

| Early Learning Goals for Physical Development | |
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| Health and Self-Care | |
| Early Years Foundation Stage | • Children know the importance of good health of physical exercise, and a healthy diet |