



Updated termly as new curriculum being implemented

Science Progression Journey (2023/24)

Identifying and classifying

Secondary sources

Pattern seeking

Fair and comparative testing

Observing over time

Seasonal Change		Materials	Animals incl Humans	Living things and habitats	Plants
Year 2	N/A	<p>Materials -</p> <ul style="list-style-type: none"> Identify/compare the suitability of materials, for particular uses What materials best to build a house? Why? Identify/compare the suitability of materials, for particular uses answering the question which materials are best suited to building houses and why? How the shapes of solid objects made from some materials can changed? <p>Working Scientifically</p> <ul style="list-style-type: none"> Identifying and classifying Pattern seeking 	<p>What happens as we grow up?</p> <ul style="list-style-type: none"> have offspring which grow into adults basic needs of animals/humans <p>What will keep me healthy? (Spring 2)</p> <ul style="list-style-type: none"> basic needs of humans importance for humans of exercise, eating healthily and hygiene <p>Working scientifically</p> <ul style="list-style-type: none"> Secondary sources Pattern seeking 	<p>What are animal homes?</p> <ul style="list-style-type: none"> differences of living, dead, and things that have never been alive. living things live in habitats describe different habitats simple food chain/ name different sources of food. <p>Working scientifically</p> <ul style="list-style-type: none"> Identifying and classifying 	<p>What do plants need to grow?</p> <ul style="list-style-type: none"> Observe/describe seeds/bulbs grow into plants Needs of plants-growing cress in 4 different conditions (observe over time) <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time Identifying and classifying Fair and comparative testing.
	Seasonal change	<p>Materials- Which materials should the three little pigs have used to build their house?</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. Children identify/name materials Describe the properties of materials Compare and group <p>Working Scientifically</p> <ul style="list-style-type: none"> Identifying and classifying Pattern seeking 	<p>What is an animal and how are they different to humans?</p> <ul style="list-style-type: none"> Identify and name common animals inc fish, amphibians, birds and mammals Identify carnivores, herbivores and omnivores Describe/ compare the structure of common animals Identify the basic parts of the human body Senses <p>Working scientifically</p> <ul style="list-style-type: none"> Identifying and classifying Secondary sources Pattern seeking 	N/A	<p>Plants- What is a plant?</p> <ul style="list-style-type: none"> Identify and name a variety of common and wild and garden plants and trees. Label and begin to describe the basic structure of a variety of common plants Identify and name a variety of deciduous and evergreen trees <p>Working scientifically</p> <ul style="list-style-type: none"> Identifying and classifying Secondary sources
Year 1		<p>Seasonal change</p> <ul style="list-style-type: none"> Observe/describe changes in seasons observe/describe the weather/ weather station-measuring different weathers day length (pattern seeking) <p>Working Scientifically</p> <ul style="list-style-type: none"> Pattern seeking Observing over time 			

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			<ul style="list-style-type: none"> Fair and comparative testing 		
Foundation 2	<p>Seasonal change- Name the seasons and understand the effects of seasonal change</p> <p>Autumn- What happens to leaves in Autumn? Finding autumn treasures/ leaf pattern & parts</p> <p>Spring</p> <p>Summer</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Pattern seeking Observing over time 	<p>Autumn- Floating and sinking- What would happen if we put this leaf in a puddle?</p> <p>Autumn- Change of state- apple pie</p> <p>Explores non-contact forces- CP (gravity and magnetism)</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Observing over time Identifying and classifying Pattern seeking 	<p>Autumn- owls</p> <p>Apples- 5 senses</p> <p>Spring- Healthy living- linked to pshe scheme</p> <p>Working Scientifically</p> <p>Observing over time</p> <ul style="list-style-type: none"> Secondary sources 		<p>Autumn- Apples- growing leaves- do all leaves fall on the ground? Pumpkins- Where do they grow? Mushrooms</p> <p>Spring- Plants- growing own plants</p> <p>Discussing when and how things grow</p> <p>Planting opportunities</p> <p>Autumn: crocus</p> <p>Spring: beans</p> <p>Summer: fruit plant</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time
Foundation 1	<p>Seasonal change- Observe/explore the changes and weather</p> <p>Autumn- what is a leaf?</p> <p>Spring</p> <p>Summer</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time 	<p>Autumn- Change of state- pumpkin muffins</p> <p>Forces- Magnets (CP)</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time 	<p>Exploring the 5 senses (Autumn- apples/ mushrooms/pumpkins)</p> <p>Spring- Healthy living- linked to pshe scheme</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time Identifying and classifying 	<p>Summer- Chicks- Observation of hatching eggs.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time Secondary sources 	<p>Spring- Identify plants</p> <p>Plant seeds and care for them (with support)</p> <p>What do they need to survive?</p> <p>Planting opportunities</p> <p>Autumn: daffodil</p> <p>Spring: cress (egg and cress sandwich)</p> <p>Summer: herbs</p> <p>Working scientifically</p> <ul style="list-style-type: none"> Observing over time Identifying and classifying