



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.
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 	<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 • Fair and comparative testing 	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

Foundation 2	<p><i>Seasonal change-</i> 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>Winter- What do we notice in winter? I wonder what will happen if we freeze xxx?</p> <p>Spring- What do we notice about the flowers? I wonder if we can spot any flower.</p> <p>Summer- What do we notice about the flowers/bees?</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>Change of state- apple pie, fire (smores)</p> <p>Light, dark and stars</p> <p>Winter- Change of state- freezing (different liquids) and melting (Ice paint pops)</p> <p>Rain- I wonder which material is best to keep incy wincy dry? (waterproof)</p> <p>Spring- nests- I wonder if we can build a nest?</p> <p>Summer- Hot climates- Explore materials using torches (scales for rainbow fish)</p> <p>Shadows and sunshine- Exploring shadows outdoors (drawing around objects)</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>Hedgehogs- What do we notice?</p> <p>Apples- 5 senses</p> <p>Winter- 5 senses (exploring frozen liquids)</p> <p>Cold climates- penguins and other Antarctic animals- What do we notice? Observational drawing.</p> <p>Spring- Healthy living- linked to pshe scheme</p> <p>Summer- Chicks. Caterpillars. Butterflies. Hot climates- Sea animals and land animals. I wonder who lives here?</p> <p>Working Scientifically</p> <p>Observing over time</p> <ul style="list-style-type: none"> • Secondary sources 	<p>Autumn- Owls, Hedgehogs- I wonder where they live?</p> <p>Winter- Cold climates- Emperor Penguins and their eggs.</p> <p>Spring- I wonder if we can spot any nests.</p> <p>I wonder if all birds live in nests? I wonder what other animals build nest? Are all nests the same? Compare to penguins.</p> <p>Summer- Chicks. Caterpillars. Butterflies. Hot climates- The barrier reef- Is it the same as the antartic? African Plains- What do we notice?</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • Identifying and classifying • Observing over time 	<p>Autumn- Apples -where do they grow? Are they all the same?</p> <p>leaves- Do all leaves fall on the ground?</p> <p>Sorting- colour/size</p> <p>Pumpkins- where do they grow? Are they all the same?</p> <p>Sorting- colour/size</p> <p>Mushrooms- where do they grow? Are they all the same?</p> <p>Spring- Spring flowers- How do they change over time?</p> <p>Observational drawings of spring flowers.</p> <p>Beans- I wonder if we can grow a beanstalk. I wonder what will help it to grow.</p> <p>What do we notice about the bean as it grows?</p> <p>What do we notice about different beans?</p> <p>Summer- Seeds- I wonder how are seed will grow? Herbs- ~I wonder how they will taste/smell? Dandelions- I wonder how they will change?</p> <p>Planting opportunities</p> <p>Autumn: crocus</p> <p>Spring: beans</p> <p>Summer: Sun flowers, herbs, wild flowers</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • Observing over time • Identifying and classifying
Foundation 1	<p>Seasonal change- Observe/explore the changes and weather</p> <p>Autumn- what is a leaf?</p> <p>Winter- Ice exploration</p> <p>Spring- What do we notice in Spring?</p> <p>Summer- What do we notice? Summer flowers.</p> <p>Working scientifically</p> <ul style="list-style-type: none"> • Observing over time 	<p>Autumn- Change of state- pumpkin muffins</p> <p>Winter- What does ice feel like?</p> <p>Spring- nests- What do we notice about nests?</p> <p>Summer- Hot climates- Explore materials linked to animals (furs, shells, feathers, wool)</p> <p>Shiny and dull materials. Shadows and sunshine- torches and blocks.</p> <p>Forces- Magnets (CP)</p> <p>Working scientifically</p>	<p>Autumn- Exploring the 5 senses- apples/ mushrooms/pumpkins)</p> <p>Winter- 5 senses exploring ice.</p> <p>Cold climate- naming animals</p> <p>Cold climates- penguins and other Antarctic</p> <p>Spring- Healthy living- linked to pshe scheme</p> <p>Summer- Chicks. Caterpillars. Butterflies. Hot climates- Sea animals and land animals</p> <p>Working scientifically</p>	<p>Spring- I wonder who lives in a nest? I wonder what birds look like?</p> <p>Summer- Chicks- Observation of hatching eggs. Hot climates- The barrier reef and the African plains. I wonder what animals live here?</p> <p>Working scientifically</p>	<p>Autumn- Planting bulbs</p> <p>Spring- spring flowers (planting flower seed) I wonder how we can help these to grow?</p> <p>I wonder if we can grow a plant that we can eat?</p> <p>Summer- Seeds- I wonder how they will change? Herbs- I wonder what happens if we crush them up? (playdough)</p> <p>Summer flowers- I wonder how they will smell? (perfume)</p> <p>Planting opportunities</p>

		<ul style="list-style-type: none">• Observing over time	<ul style="list-style-type: none">• Observing over time• Identifying and classifying	<ul style="list-style-type: none">• Observing over time	<p>Autumn: daffodil Spring: cress (egg and cress sandwich) Summer: Nigella Seeds.</p> <p>Working scientifically</p> <ul style="list-style-type: none">• Observing over time• Identifying and classifying
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