

FS and KS1 Progression of Skills - Science – Skills, Knowledge and Understanding

Based on the National Curriculum for KS1 and EYFS objectives/ Early Learning Goal (PD- Personal Development. MSSM- Maths: Space, shape and measure. UW- Understanding the World. EA- Expressive Arts.) as set out in Development Matters

Green writing shows end of KS1 Teacher Assessment Frameworks

This table shows only the Year 3 units that follow directly on from KS1 units. For Year 3 progression of skills, use the KS2 progression map

	Reception	Year 1	Year 2	Year 3
Plants	<p>-ELG (part): They make observations of animals and plants and explain why some things occur, and talk about changes. (UW: 40-60+)</p> <p>-Look closely at similarities and differences, patterns and change (UW: 40-60+)</p>	<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> <p>Can describe the basic needs of plants for survival, the impact of changing these and the main changes as seeds and bulbs grow into mature plants.</p>	<p>-Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>-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</p> <p>-Investigate the way in which water is transported within plants</p> <p>- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
Animals, including humans	<p>-Eats a healthy range of foodstuffs and understands need for variety in food. (PD: 40-60)</p> <p>-Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (PD: 40-60+)</p> <p>-ELG: Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.(PD: 40-60+)</p> <p>-ELG: Know about similarities and differences between themselves and</p>	<p>-Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Can describe and compare the observable features of animals from a range of groups.</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Can group animals according to what they eat</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>-Understand that animals, including humans, have offspring which grow into adults</p> <p>Can describe the main changes as young animals, including humans, grow into adults.</p> <p>-Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the basic needs of animals, including humans, for survival</p> <p>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>-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</p> <p>-Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>

	<p>others, and among families. (UWPC:40-60+)</p> <p>-ELG (part): They make observations of animals and plants and explain why some things occur, and talk about changes. (UW: 40-60+)</p>	<p>Can name and locate parts of the human body, including those related to senses.</p>	<p>Can describe the importance of exercise, a balanced diet and hygiene for humans.</p>	
<p>Everyday materials</p>	<p>-ELG: (part) They explore characteristics of everyday objects and shapes and use mathematical language to describe them. (MSSM 40-60+)</p> <p>-ELG (part): Children know about similarities and differences in relation to objects and materials. They explain why some things occur, and talk about changes. (UW: 40-60+)</p> <p>-ELG: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. (EA: 40-60+)</p> <p>-ELG (part): Use what they have learnt about materials in original ways, thinking about uses and purposes. (EA: 40-60+)</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>Can identify and name a variety of everyday materials</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>group together a variety of everyday materials</p>	<p>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>-Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	

Seasonal changes	<p>-Look closely at similarities and differences, patterns and change (UW: 40-60+)</p>	<p>-Observe changes across the four seasons</p> <p>-Observe and describe weather associated with the seasons and how day length varies</p> <p>describe changes across the four seasons.</p>		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living things and their habitats</p>	<p>-ELG (part): Children know about similarities and differences in relation to places and living things. They talk about the features of their own immediate environment and how environments might vary from one another. (UW: 40-60+)</p>		<p>-Explore and compare the differences between things that are living, dead, and things that have never been alive Can identify whether things are living, dead or have never lived</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 micro-habitats name a variety of plants and animals and describe how they are suited to their habitats,</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 describe how animals obtain their food from plants and other animals, using the idea of a simple food chain to describe these relationships,</p>	
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