

Key skills Progression KS1

National Curriculum requirements by year group			
Subject	EYFS	Year 1	Year 2
Plants		<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>
Animals (including humans)		<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>recognise changes that take place as animals get older.</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
Living things and their habitats		<p>Seasonal changes</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>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</p> <p>identify and name a variety of plants and animals in 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.</p>
Materials		<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 particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>

Working Scientifically requirements by year group			
Subject	EYFS	Year 1	Year 2
Enquiring and investigating to obtain evidence	Test out ideas suggested to them. Say what they think will happen. Begin to make simple comparisons.	Test ideas suggested to them. Say what they think will happen. Use first hand experiences to answer questions. Begin to make comparisons, e.g. living things.	Use simple equipment provided to help observation. Accurately compare objects, living things or events. Make observations relevant to their task. Begin to recognise when a test or comparison is unfair. Use first hand experiences to answer questions.
Observing and Recording	Make simple observations using appropriate senses. Record observations using pictures, photos or video. Communicate observations orally. Comment on things which are the same and different, e.g. in the natural world.	Record observations using appropriate senses. Communicate observations orally, or by drawing, labelling, or simple writing.	Respond to questions asked by an adult. Ask questions about what you see. Collect and record data (supported by an adult) Suggest how they could collect data to answer questions. Begin to select equipment from limited choices.

Science key skills progression by year group			
Subject	EYFS	Year 1	Year 2
Plants		Identify wild plants (bluebell, buttercup, bramble) Identify garden plants (Dahlia, Fuchsia, Hydrangea) Identify weeds (dandelions, clover) Identify evergreen trees (pine, spruce, fir) Identify deciduous trees (oak, maple, birch) Identify the leaf, root, stem and flower of a plant. Identify the trunk, branch, roots and leaves of a tree. Sequence pictures that show how plants change over time (Seasons)	Identify what plants need to stay healthy (light, air, water) Describe an unhealthy plant and what makes it unhealthy (lack of light, water, air) Describe the life cycle of a plant identify that seeds and bulbs do not need light to germinate and identify how this is different to the needs of a plant Explain how plants in the desert survive with little water and plants in the rainforest survive with little light.
Vocabulary	Tree, flower, stem, petal, fruit, seeds	Deciduous, evergreen, tree, leaves Flowers (blossom), Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem, Oak, Holly, Willow, Birch, Chestnut, Conker, Daisy, Buttercup, Rose, Daffodil, fruit	Seeds, Bulbs, Water, Light, Suitable temperature, Grow, Healthy, Germinate, Decompose

Subject	EYFS	Year 1	Year 2
Animals (including humans)		Identify and name some common animals (horse, bird, snake, fish, tiger, frog, deer) To describe and compare the structure of a variety of common animals (using the previous lessons animals how are they the same how are they different, wings, legs etc) Label parts of the human body (facial features, arms, legs, feet, head) To identify, name and sort animals that are herbivores, carnivores and omnivores To name the five senses (see, hear, smell, touch, feel)	Match, sort and group young animals and their adults Explore how animals change as they grow into adults (work in groups to create a life cycles of a bird, mammal, amphibian, fish, reptile) what is the same? What is different? Name and compare stages of the human life cycle (baby, toddler, child, teenager, adult) What is the same? What is different? To research what animals including humans need to survive (Food, air, water)

			Test the effects of exercise on the human body
			Investigate the importance of healthy eating and hygiene
Vocabulary	Fish, reptiles, pets, birds, senses, tongue, taste, nose, smell, ears, hearing, eyes, see, skin, touch	Fish, Reptiles, Mammals, Birds, Amphibians (+ examples of each) Herbivore, Omnivore, Carnivore, Leg, Arm, Elbow, Head, Ear, Nose, Back, Wings, Beak. Senses, hear, vision, taste, touch, smell	Survival, Water, Air, Food types (fruit, vegetables, bread, rice, milk, dairy, food high in sugar/fat Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene

Subject	EYFS	Year 1	Year 2
Living things and their habitats		<u>Seasonal Changes</u> use descriptive words, photos and pictures to record changes collect evidence of changes (e.g. leaves, seeds, flowers). observe and name types of weather (e.g. Rain, sun, wind, clouds). describe how day length varies from winter to spring (days are shorter) Explain what happens to the length of the days in spring (days are longer) Explain what happens to the length of the nights in spring (nights are shorter) Identify changes in the trees (leaves die and fall off) and in clothes (coats, scarves, gloves to keep us warm) that we wear from winter to spring. Explain what we wear in spring (raincoats, umbrellas, wellingtons as the weather is wetter)	Compare the differences between things that are living), dead and have never been alive (using MRS GREN) Create a map of the school field and research and label the plants and trees that are living in it. Using the map from previous learning, research and identify the minibeasts that live in a set area of the map. Describe a habitat (desert, ocean, artic, and rainforest) identify animals live in it. Identify how an animal is suited to its habitat (desert, rainforest, artic, ocean).
Vocabulary	Day and Night Sun and Moon	Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark, weather e.g. sleet, frost, thunder	Living, Dead, never been alive, Habitat, Energy, Food chain, shelter, Predator, Prey, Woodland, Pond, Desert Depend,

Subject	EYFS	Year 1	Year 2
Materials		<p>Recognise different materials and identify them by a picture (wood, plastic, glass, metal, water, rock)</p> <p>Match a material to its name.</p> <p>Name specific objects</p> <p>Name the materials which specific objects are made from.</p> <p>Explain the difference between objects and materials.</p> <p>Choose words which describe how materials look.</p> <p>Choose words which describe how materials feel.</p> <p>Identify which materials the objects are made from.</p> <p>Test materials to see how they behave</p> <p>Choose words which describe how materials behave.</p> <p>Test different materials by dropping water onto them, in a fair way.</p> <p>Group together objects with the same properties.</p> <p>Explain how I have sorted the objects.</p>	<p>Identify different everyday materials (wood, plastic, metal, glass, water, rock, brick, paper, cardboard)</p> <p>Suggest materials that familiar objects are made from.</p> <p>Explain what 3 different materials can be used for.</p> <p>Explain what 3 different materials can be used for.</p> <p>Group similar uses of materials together.</p> <p>Explain why different materials can be used to make the same object.</p> <p>Which properties make some materials suitable for different purposes.</p> <p>Which properties make some materials unsuitable for different purposes.</p> <p>Explain our ways the shapes of some objects can be changed.</p> <p>Demonstrate four ways to change the shape of some objects.</p> <p>Identify materials that can be recycled.</p> <p>Explain how you can recycle materials.</p> <p>Explain how materials are sorted and changed into new products.</p> <p>Give reasons why it's important to recycle.</p> <p>Name of the new process John McAdam invented.</p> <p>Explain how his invention has impacted on life today.</p> <p>Explain two interesting facts about John McAdam's life.</p>
Vocabulary	<p>Soft/hard</p> <p>Shiny/dull</p> <p>Squash squeeze</p> <p>stretch</p> <p>material wood glass, paper</p>	<p>Everyday Materials Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p>	<p>Materials Hard, Soft, Stretchy, Stiff, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing,</p>

