Broadmayne First School Whole School Progression map

SCIENCE

	EYFS	KS1		KS2	
		Year 1	Year 2	Year 3	Year 4
Topics	The World around Us	Senses Seasons Materials Plants Materials 2 Animals	Animals incl humans Materials Animals including humans pt 2 Plants Habitats	Light and Dark Rocks Animals including humans Plants Forces and magnets	States of matter Sound Electricity Animals including humans Living things and their habitat

EYFS	Autumn term		Spring Term		Summer Term	
	Ourselves	Let's Celebrate!	Planet Earth	People who help us	Food and Farming	Beside the Seaside
Sticky Knowledge	I can ask questions about aspects of my familiar world such as the place where I live or the natural world. I know the importance for good health of physical exercise and a healthy diet and I can talk about ways to keep healthy and safe. I can talk about the features of my own immediate environment and how	I know about similarities and differences in relation to places and living things. I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. I can notice changes e.g. in the woodland area - e.g. leaves coming down e.g. jump into leaf piles, leaf rubbings, decorate class tree with autumn leaf rubbings, play with	I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter. I can talk about ways in which I can look after the environment. I can investigate ice and see how it is affected by temperature. I can talk about melting food items e.g. chocolate as part of cooking, soften fat whilst making bird feeders	I can show care and concern for living things in the environment and our school grounds. I can start to develop an understanding of growth, decay and changes over time I understand the effects of changing seasons on the world around me I can experience the different textures and smells of plants in my local environment e.g. crayon rubbing, pressing into playdough, adding herb leaves to mud kitchen cooking.	I can tell you what a plant needs to grow. I can understand the key features of the life cycle of a plant that I have grown. I can explore the natural world around me, making observations and drawing pictures of plants. I can describe and comment on things I have seen whilst outside, including plants and animals. I can understand the key features of the life	I can investigate materials: Floating / Sinking – boat building Metallic / non-metallic objects. I can talk about ways in which I can look after the environment. I can talk about my experiences of different habitats such as the beach and rock pools. I can talk about the changing season

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	environments might vary from one another.	seeds e.g. conker, acorns, sycamore keys	I can name some common garden birds and talk about what they need.		cycle of animals, including frogs and butterflies. I can observe and find out about birds (Including owls on the wildlife Trust's webcam), Literacy link "Owl Babies" I can talk about the features of my own immediate environment and how environments might vary from one another - habitats on the farm trip to Wessex Wild	
Evidence and enquiry	What can we find out about the world around me?	How can we look after living things?	How and why has the weather changed?	What can we find out about plants?	What can we find out about animals?	How can we find out about floating and sinking?
Key Vocab	natural	Seasons, Autumn, Winter, Spring, Summer	Temperature, investigate	Flower, tree, stem, root, leaf	Animal, habitat, food	Float, sink, metallic, non-metallic
People/ Stories		Storm (Sam Usher)	Snow (Sam Usher) Clean Up! Somebody Swallowed Stanley Tidy	What The Ladybird Heard Farmer Duck Oliver's Vegetables	Rain (Sam Usher) Real Superheroes Mog and The Vet People who Help us (non-fiction series) Police Officer Postman Firefighter	Sun (Sam Usher) Commotion in The Ocean Rainbow Fish Clem and Crab One Day on our Blue Planet (In the Ocean
Visits/ Events				Visitors coming in: police, vet, nurse, optician	Wessex Wild	Trip to the seaside/Sealife centre.

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KS1 Year 1	Autumn term		Spring Term		Summer Term	
Theme	Senses	Seasons	Materials	Plants	Materials 2	Animals
Intent	*NC link:* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Working scientifically -asking simple questions and recognising that they can be answered in different ways -observing closely, - identifying and classifying using their observations and ideas to suggest answers to questions	NC link Pupils should be taught to: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. Working scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment	NC link distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. Working scientifically - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	NC link identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. Working scientifically - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	NC link describe the simple physical properties of a variety of everyday materials can apply what has been learned about materials. Working scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	NC link describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores Working scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment
Sticky Knowledge	I know the names of the 5 senses.	I know that we have 4 seasons in this country	I know that 'material' is what objects are made from.	I can explain that seeds grow into plants. I can name the basic	I can build a structure strong	I can name the 5 groups of animals - mammals, birds,

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	I can name and label parts of the body. I can describe Autumn using my senses. I can use science words salty, sweet, bitter, sour. I know how to look after my teeth. I can explain what has happened in an investigation.	I can name the seasons, Autumn, Winter, Spring and Summer I can explain some of the changes each season I can explain that it is warm in the summer and the daylight lasts longer I can explain that it is cold in the winter and it gets dark earlier.	I can identify and name a variety of materials. I can say the name of the object and what material the object is made from. I can describe the properties of some everyday materials using words such as smooth, rough, heavy, light, waterproof. I can identify whether a material is natural or manmade. I can predict whether a material with float or sink. I can find out which material is best for some objects.	parts of a plant - root, stem, leaves and flower (petals). I can identify some wild flowers. I can explain the differences between evergreen and deciduous trees. I know that fruit trees and vegetables are a variety of plant. I can explain how plants change over time (life cycle).	enough to stand up to the wind. I can build a waterproof structure. I can describe the properties of glass and how/why it is used in certain objects. I can say which different materials are used to make furniture. I can carry out an investigation to find out about the properties of different fabrics. I can describe which materials are most suitable for different objects.	amphibians, fish and reptiles. I can explain how mammals and birds are different. I can explain the differences between fish, reptiles and amphibians. I can explain what different types of animals eat. I can explain some of the differences between wild animals and pets. I can describe some of the characteristics of different animals.
Evidence and enquiry	What are the senses? What can we find out using our senses?	What is a season? How changes do the seasons bring throughout the year?	What is a material? Why are different objects made from different materials?	What is a plant? How do plants grow?	How can we find out which material is the best for making.....?	How are animals the same? How are animals different?
Key Vocab	Taste Smell Sight Touch Hear Observe	Autumn Winter Spring Summer season/seasonal day/night daylight	Wood, plastic, rubber, stone, Metal, paper, card, fabric smooth/rough/bumpy heavy/light waterproof/(absorbent) material/ property	Plant stem, root, petal, flower, leaf seed, life cycle sunlight/warmth/water/air grow	Fair test waterproof/absorbent suitable r	mammal, fish, reptile amphibian, bird omnivore/herbivore/carnivore
People/ Stories	Clare Galloway - sight		The Great Explorer	The Great Sky Garden		
Visits/ Events			Science Week			
Wider curriculum			DT - design some gloves (for an explorer			

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KS1 Year 2	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Animals including humans	Materials	Animals including humans	Plants	Habitats	
Intent	NC link: explore and compare the differences between things that are living, dead, and things that have never been alive 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 Working scientifically - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	NC link: 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 Working scientifically - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying using their observations and ideas to suggest answers to questions	NC link: notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, 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 Working scientifically - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	NC link: observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Working scientifically - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	NC link: 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 identify and name a variety of plants and animals in t identify and name a variety of plants and animals in their habitats, including micro-habitats Working scientifically -asking simple questions and recognising that they can be answered in different ways -observing closely, - identifying and classifying using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions.	
Sticky Knowledge	I know the difference between things that	I can say whether a material is hard/soft; stretchy/stiff;	I know animals including humans have	Know that plants grow from seeds and bulbs	I know that habitats provide food, water and shelter.	

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	are dead, alive or have never been alive. I know that animals and humans need water, food and air to survive. I know that there are 5 food groups and that humans should eat a balanced diet made up of foods from each food group to stay healthy. (carbohydrates, protein, dairy, fruit and vegetables, fats and sugars) I know that humans need to exercise regularly to stay healthy Understand that things are suited to the habitats they live in. e.g. polar bear in the arctic.	shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent I can group materials based on its properties e.g. hard, soft, smooth or rough	babies (offspring) that grow into adults. I can describe the life cycle of a human I know that humans can do different things at different stages of their life cycle.	Plants need water, light and the right temperature to grow I know that germination is when a seed starts to grow.	I Know the terms carnivore, herbivore and omnivore and can name at least one animal that fits into each category. I know the difference between a micro-habitat and a larger habitat. I can identify plants and animals in at least one micro - habitat and one larger habitat. E.g. woodlouse under a log, camel in the desert I know what a food chain is and that each food chain must start with a plant.
Evidence and enquiry	What do animals including humans need to survive?	If we want to stop using plastic bags to protect our things from getting wet, what other materials could we use instead?	What is the lifecycle of a human? What can humans do at different stages of their life?	What does a plant need to be healthy?	Why do different animals live in different habitats?
Key Vocabulary	air bread carnivore exercise fat fruits habitat herbivore offspring omnivore potatoes protein rice shelter vegetables	Bendy, hard properties, soft, squashable, waterproof, waterproof, not waterproof, absorbent, not	Offspring, baby, mother, lifecycle, adult, toddler, teenager, elderly person,	germination, light seed temperature, water, light, air	Habitat, shelter, micro-habitat, herbivore, carnivore, omnivore, shelter

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		absorbent, opaque, transparent				
People/Stories		10 ways to save the World (POR text)	The Growing Story The Very Hungry Caterpillar Monkey Puzzle	A seed is sleepy The Extraordinary Gardiner The Tiny Seed	Moth – POR text Betsy Buglove saves the bees	Dolphin Boy – POR text Katie Morag,
Visits/Events			Science Week		Overnight moth trap – provided by parents	
Wider curriculum	P.E – exercise to keep our bodies healthy			Art – Observational drawings Maths – Measuring height	English – Moth Geography – World Habitats	

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KS2 Year 3	Autumn term	Spring Term		Summer Term	
Theme	Light	Rocks	Animals, (including humans)	Plants	Magnets
Intent	NC link: Recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change Working scientifically -asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, -suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.	NC LInk: Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Working scientifically -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers -gathering, recording, classifying and presenting data in a variety of ways to help	NC Link: 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement	NC Link: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Working scientifically -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions.	NC Link: Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others Compare and groups together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing Working scientifically -using results to draw simple conclusions, -make predictions for new values, -suggest improvements and raise further questions -identifying differences, similarities or changes

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		in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, -suggest improvements and raise further questions - identifying differences and similarities or changes -use straightforward scientific evidence to answer questions or to support their findings.			related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.
Sticky Knowledge	Light and dark I know that dark is the absence of light I can explain that shadows are made when light is blocked by an object I can show and explain that light travels in straight lines I can show and explain the definition of transparent, translucent and opaque. I know that we need light to be able to see objects in the dark. I know that light shines onto the object and into my eyes so that I can see.	Rocks I know that there are three types of rock. I can explain how sedimentary, metamorphic and igneous rock are formed. I can describe the properties of rock using the terms permeable/ impermeable,	Animals including humans I know that animals and humans need the right type and right amount of nutrition to live and grow. I know that animals and humans cannot produce their own food, but get what they need from the food they eat.	Plants. I know that plants need air, light, water, nutrients from the soil and room to grow for living and growing. I can explain how plants can be sorted into different groups. I can identify and describe the functions of parts of a flowering plant - roots, stem/trunk, leaves and flowers/petals.	Forces and Magnets I can explain how objects move on different surfaces using the term friction. I can explain that some forces are a contact force but magnetic force can act from a distance I know that magnets have a north and south pole. I can explain what attract and repel mean. I can explain that N & N

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		durable/ hard-wearing. I can explain how fossils are formed. I can explain that soils are made from rocks and organic matter such as dead animals and plants.	I can identify that humans and some animals have skeletons (using the terms endoskeleton, exoskeleton and hydrostatic skeleton). I can sort animals according to their type of skeleton. I can explain how skeletons support and protect the body. I can show that muscles contract and stretch for movement.	I can explain how water is transported in plants. I can show the life cycle of a flowering plant including pollination, fertilisation, germination, growth and seed dispersal.	and S & S poles will repel each other and N & S will attract each other. I know that not all metals are magnetic.
Evidence and enquiry	How are shadows formed? How do your shadows change through the day? How does light travel? Which object will make the best shadow? Can you describe the properties of the object that made the best shadow?	What are the properties of rocks? What did we find out when we tested the properties of the rocks? How are rocks formed? How are fossils formed? How is soil formed?	What do animals and humans need to live and grow? What can we find out about animal and human skeletons? How are these skeletons the same or different? What can we find out about muscles? What do muscles do? How do they help us move?	What do plants need to grow? How can we sort plants into different groups? What is the job of different parts of a flowering plant? How does water and nutrients reach parts of the plant? What is the life cycle of a flowering plant?	What is a force? How do forces act upon objects? What effect do they have? What happens if we move objects over different surfaces? What materials are attracted to magnets? What happens when you put the same/different poles together? How far away can a magnet be and still work?
Key Vocabulary	shadow object transparent, translucent, opaque reflective	Sedimentary Igneous Metamorphic Durable Hardwearing Erosion Density	Skeleton Exoskeleton Endoskeleton hydrostatic skeleton Muscle joints (ball/hinge/glide)	Leaf Stem Root Petal Flower Photosynthesis Pollination	Poles north/south Magnet Magnetic Repel Attract Electromagnetic

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			skull, ribs, spine, pelvis, femur, ulna, radius, humerus, tibia, fibula	Germination Fertilisation Seed dispersal	Force push/pull gravity
People/Stories	Claire Galloway - how we see	Building Pebble in my Pocket			
Visits/Events	Divali, Christmas	Science Week		Kingfisher Trust Project	
Wider curriculum	Light and dark, shade, tone in Art	Building on The Stone Age	PE	Plants - printing (art)	DT

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KS2 Year 4	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	States of Matter	Sound	Electricity	Animals, including humans	Living Things and their habitats, (classification)	Living Things and their habitats (Save our habitat)
Intent	NC link: Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Working scientifically -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate	NC link: Identify how sounds are made, associating some of term with something vibrating recognise that vibrations from sounds travel through a medium to the ear Working scientifically -asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -reporting on findings from enquiries, including oral and	NC Link: Identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a completer loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors. Working scientifically -make systematic and careful observations and, where appropriate, take	NC Link: Describe the simple functions of the basic parts of the digestive system in humans identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey Working scientifically -making systematic and careful observations and, where appropriate, taking accurate measurements using standard units -record findings using simple scientific language, drawings, labelled diagrams,	NC Link: Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Working scientifically -asking relevant questions and using different types of scientific enquiries to answer them -making systematic and careful observations and, where appropriate,	NC Links: Recognise that environments can change and that this can sometimes pose dangers to living things Working scientifically -raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes -using straightforward scientific evidence to answer questions or to support their findings.

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	measurements using standard units, -using results to draw simple conclusions, make predictions for new values,	written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and	accurate measurements using standard units, -recording findings using simple scientific language, drawings, labelled diagrams, -reporting on findings from enquiries, including oral and written explanations,			
Sticky Knowledge	I can tell you if matter is a solid, liquid or gas I can explain how particles are organised in a solid, liquid or a gas I can explain how this organisation changes when the matter changes I can tell you what happens when matter is heated and cooled I can use and explain the words evaporation and condensation I can use this to explain the process of the water cycle	I know sound is made by a vibration and is a form of energy. The more energy put into creating the sound, the louder it is. I can tell you that sounds travel eg through air, water and solids. I can explain what volume is, (the intensity of the sound,) I can explain what pitch, (the frequency of the sound) is. I can explain how sound travels to my ear and what the inside of my ear looks like. I can suggest ways we can reduce sound.	I can identify common household appliance which run on electricity, (I can tell you if they use mains, battery or both - I can explain what rechargeable means) I can identify electrical components and use this knowledge to create a simple circuit I can explain the difference between a complete and an incomplete circuit I can tell you materials which are conductors/insulators I can tell you how a switch works in a circuit I can explain how to make a bulb dimmer or brighter in a series circuit	I can identify different types of human teeth and describe their function (incisors, canines, premolars & molars.) I can explain how the type of teeth an animal has impacts on its diet I can describe the basic parts of the human digestive system in humans I can tell you what the terms herbivore, omnivore and carnivore mean I can construct a food chain and use the words producer, predator and prey I can explain what would happen if one part of the food chain is removed	I can tell you the 7 characteristics of a living thing - MRS NERG (Movement, Respiration, Sensitivity, Nutrition, Excretion, Reproduction and Growth) I can tell you living things that I would find in my local environment and those I would find outside of my environment I can give examples of vertebrates and invertebrates and tell you what these terms mean I know what the word habitat means and can explain what a micro habitat is I can use a classification key to identify and group living things in their local and wider environment I can make my own classification key to	I can explain how environments change and how this can pose dangers to living things and their habitats I can explain why some changes have a positive effect and some have a negative effect on the environment I can describe some natural changes that can pose dangers to living things and their habitats I can tell you how climate change threatens our living things and their habitats I can explain the term deforestation and the impact it has on living things and their habitats I can explain how we can make our local environment better through change

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					identify and group living things in their local and wider environment	
Evidence and enquiry	How can materials change their state?	How do we hear sound?	How does electricity work? What materials make a good insulator/conductor?	Why do animals and humans have different teeth?		How are habitats changing and what effect is this having on animals?
Key Vocabulary	Liquid, gas, solid, particles, matter	Vibrations, medium, Outer ear, middle ear, inner ear Cochlea, vestibular system, auricle(pinna), ear drum, ear canal	Electricity, appliance, circuit, switch, bulb, cell, series, rechargeable, insulator/ conductor	Teeth, incisors, canines, molars (premolars, wisdom teeth) Omnivore, carnivore, herbivore Dentine, pulp, enamel, nerves	Vertebrates, invertebrates Habitat, micro habitat, environment, classification	Deforestation, climate change, positive/negative effect
People/Stories				Navigator - non-fiction 'Gobstoppers'		
Visits/Events			Science Week			Urban Heath
Wider curriculum		Music (instruments)	DT		Geography Eco Schools - biodiversity	Geography Eco Schools - biodiversity