

Emscote Infant School

Science Skills Progression – Reception to the end of KS1

	Reception	Year 1	Year 2	Vocabulary
Working Scientifically	<p>EA&D: Can I safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function?</p> <p>EA&D: Can I develop my own ideas through selecting and using materials and working on processes that interest them? Through explorations I can find out and make decisions about how media and materials can be combined and changed?</p>	<p>Can I ask simple questions and recognising that they can be answered in different ways?</p> <p>Can I observe closely, using simple equipment?</p> <p>Can I perform simple tests?</p> <p>Can I identify and classify using my observations and ideas to suggest answers to questions?</p> <p>Can I gather and record data to help in answering questions?</p>		<p>Experiment, fair test, variables, equipment, prediction, guess, method, annotate, diagram, results, conclusion, table, graph, data, explore, observe, test, identify, question, explain.</p>
Animals including Humans	<p>UTW: Can I make observations of animals and plants and explain why some things occur, and talk about changes?</p> <p>PD: Do I know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. I can manage my own basic hygiene and personal needs successfully?</p> <p>PD: Can I talk about and can make healthy choices in relation to, healthy eating and exercise?</p>	<p>Can I classify (sort) living and non-living things?</p> <p>Can I identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals?</p> <p>Can I identify and name a variety of common animals that are carnivores, herbivores and omnivores?</p> <p>Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) including how they look and move?</p> <p>Can I 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>Can I notice that animals, including humans, have offspring which grow into adults?</p> <p>Can I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)?</p> <p>Can I describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene?</p>	<p>Fish, amphibian, reptile, bird, mammal, carnivore, herbivore, omnivores.</p> <p>Nose, ear, mouth, hands, shin, feet, torso, head, skull, leg, arm, eye, chin, mouth, skeleton etc.</p> <p>Breathe, oxygen, light, air water, shelter, warmth.</p> <p>Offspring, hygiene, clean, healthy, exercise, fitness.</p> <p>Balanced diet, vegetables, fruit, carbohydrates, protein, fat, dairy.</p>

Plants	<p>UTW: Can I make observations of animals and plants and explain why some things occur, and talk about changes?</p>	<p>Can I identify and name a variety of common wild and garden plants, including deciduous and evergreen trees?</p> <p>Can I identify and describe the basic structure of a variety of common flowering plants, including trees?</p>	<p>Can I observe and describe how seeds and bulbs grow into mature plants?</p> <p>Can I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy?</p>	<p>Evergreen, deciduous, root, stem, flower, seed.</p> <p>Canopy, trunk.</p> <p>Water, food, soil, grow, temperature.</p>
Living Things and their Habitats	<p>UTW: Can I talk about the features of my own immediate environment and how environments might vary from one another?</p> <p>UTW: Do I know that the environment and living things are influenced by human activity? Can I describe some actions which people in their own community do that help to maintain the area they live in?</p>		<p>Can I explore and compare the differences between things that are living, dead, and things that have never been alive?</p> <p>Can I 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>Can I identify and name different plants and animals in their habitats, including micro-habitats?</p>	<p>Living, dead, never lived.</p> <p>Habitat, micro-habitat, dead, alive, food chain, source, predator, prey, producer, consumer.</p> <p>Urban, desert, wood, forest, tropical, arctic, coastal, ocean, pond etc.</p>
Uses of Everyday Materials	<p>UTW: Can I talk about similarities and differences in relation to places, objects, materials and living things?</p> <p>UTW: Do I know the properties of some materials and can suggest some of the purposes they are used for? Am I familiar with basic scientific concepts such as floating, sinking and experimentation?</p>	<p>Can I distinguish between an object and the material from which it is made?</p> <p>Can I identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock?</p> <p>Can I describe the simple physical properties of a variety of everyday materials?</p> <p>Can I compare and group together a variety of everyday materials on the basis of their simple physical properties?</p>	<p>Can I 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>Can I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching?</p>	<p>Wood, plastic, glass, paper, metal, brick, water, rock.</p> <p>Hard, soft, flexible, transparent, opaque, waterproof, absorbs.</p> <p>Compare, describe, change, physical properties.</p> <p>States, shapes, suitability.</p> <p>Squashing, bending, twisting and stretching</p>

Seasonal Changes	ELG: Can I talk about the features of my own immediate environment and how environments might vary from one another?	<p>Can I observe changes across the four seasons?</p> <p>Can I observe and describe weather associated with the seasons and how day length varies?</p>		<p>Seasons, changes, Autumn, Winter, Spring, Summer.</p> <p>Climate, temperature, heat, cold, weather, water cycle.</p>
------------------	--	--	--	---

Early Learning Goals (ELG):

- **Understanding the World (UTW)**
- **Physical Development (PD)**
- **Expressive Art & Design (EA&D)**

Note: Vocabulary in **bold** are greater depth levels of knowledge for KS1. In Reception, the **bold statements** are Exceeding Statements.