



Science – Substantive Knowledge Progression

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	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Biology								
Animals including humans	<p>Begin to understand the key features of an animal lifecycle and know the names of common baby animals.</p> <p>I begin to understand the need to respect and care for all living things.</p>	<p>Names and describes familiar animals, including making observations and drawing pictures of animals.</p> <p>Look closely at differences in animals eg camouflage.</p> <p>Respect and care for animals in the outdoor area/class pets/ animals at home.</p>	<p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can compare a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, omnivores and herbivores.</p> <p>I can identify, name, draw and label the basic parts of the human body.</p> <p>I can identify which part of the body is associated with each sense.</p> <p>I can compare humans.</p>	<p>I can find out about and describe the basic needs of animals, including humans, for survival.</p> <p>I notice that animals, including humans have offspring which grow into adults.</p> <p>I can describe the importance for humans to exercise.</p> <p>I can describe the importance for humans to eat the right amounts of different types of food.</p> <p>I can describe the importance for humans to have good hygiene.</p>	<p>I can identify that humans have bones for support, protection and movement.</p> <p>I can identify that some other animals have bones for support, protection and movement.</p> <p>I understand that animals, including humans, need the right type of nutrition.</p>	<p>I can name the basic parts of the digestive system and describe their functions.</p> <p>I can identify the different teeth and describe their functions.</p> <p>I can construct and interpret a variety of food chains.</p> <p>I understand what producers, predators and prey are.</p>	<p>I can describe the human life cycle.</p> <p>I understand how a foetus develops in the womb.</p> <p>I can describe what happens when I am a teenager.</p> <p>I can describe what happens when I am a senior.</p>	<p>I can identify and name the main parts of the human circulatory system.</p> <p>I can identify and name the main parts of the heart.</p> <p>I can describe how water and nutrients are transported in humans.</p> <p>I can identify how humans can live a healthy lifestyle.</p>

				I can describe the importance for humans to look after themselves.				
Plants	<p>Explore different types of plants, seeds and trees in the local environment.</p> <p>I can care for growing plants in our classroom.</p>	<p>Name familiar plants and use observations of plants in their natural environment to draw pictures.</p> <p>Label simple plant parts.</p>	<p>I can identify different plants.</p> <p>I can identify and describe the basic structure of plants.</p> <p>I understand that plants can grow.</p> <p>I can name a variety of common wild plants.</p> <p>I can sort a variety of plants.</p> <p>I can name a variety of common plants that we can eat.</p> <p>I can identify, name and describe the basic structure of deciduous and evergreen trees.</p>	<p>I can identify that fruit, vegetables and herbs are types of plant that we eat.</p> <p>I can observe and describe how seeds grow into mature plants.</p> <p>I know what plants need to grow and stay healthy.</p> <p>I can explain the life cycle of plants.</p>	<p>I can explore the requirements of plants for life and growth.</p> <p>I can identify, locate and describe the function of different parts of flowering plants.</p> <p>I can identify, locate and describe the function of the roots in plants.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal.</p>			
Living things and their habitats	I can explore my life (how I have changed from being	I can explore my local environment, including the		I can explore and compare the differences between things that		I can recognise that living things can be grouped in a variety of ways.	I can discuss the seven life processes.	I can describe how living things can be classified into broad groups.

	<p>a baby) and local surroundings.</p> <p>I can make observations about the world around me, using my senses – feel, hear, see, smell.</p> <p>I can name animals and their homes; farm focus.</p>	<p>weather Vs different places and environments.</p> <p>To recognise different animals and their habitats around the world; including Arctic, Under the Sea and Jungle.</p>		<p>are living, dead, and things that have never been alive.</p> <p>I can identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>I can identify and name a variety of plants and animals in their habitats.</p> <p>I can identify that most living things live in a habitat to which they are suited.</p> <p>I can construct a simple food chain.</p>		<p>I can explore and use classification keys to help group, identify and name a variety of living things in my local environment.</p> <p>I can recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>I can explain how mammals</p> <p>I can explain how animals</p> <p>I understand reproduction in plants.</p> <p>I can describe the differences in the life cycles of mammals, amphibians, reptiles, insects and birds.</p> <p>I can explain the life cycle of plants.</p>	<p>I understand how I can use classification keys to help group, identify and name a variety of living things.</p> <p>I can describe how living things can be classified into broad groups.</p> <p>I understand that microorganisms are also living things.</p> <p>I can describe how living things can be classified into broad groups.</p> <p>I know that scientists have developed different ways to classify living things.</p>
Evolution & Inheritance								<p>I can identify how plants are adapted to their environment.</p> <p>I can identify how animals are adapted to their environment.</p> <p>I can explain natural selection and how it may lead to evolution.</p>

								<p>I can explain how adaptations may lead to evolution.</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>
Physics								
Forces and magnets	<p>Use our senses in hands on exploration of magnets</p> <p>I can explore different forces I can feel eg push and pull forces.</p>	<p>I can explore materials and identify which objects are magnetic.</p> <p>I can explore a 'Push' and 'Pull' force and how different materials can affect these.</p> <p>I can compare how different objects move dependent on size and weight.</p>			<p>I can compare how different things move.</p> <p>I can compare how objects move on different surfaces</p> <p>I can explore how magnetic forces act at a distance.</p> <p>I can compare and group various everyday materials based on whether they are attracted to a magnet.</p> <p>I can predict whether two magnets will</p>		<p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and falling objects.</p> <p>I can identify the effect of friction between moving surfaces.</p> <p>I can identify the effect of air resistance.</p> <p>I can identify the effect of water resistance.</p>	

		I can practically explore floating and sinking and sort objects which float and sink.			attract or repel each other, depending on which poles are facing. I can record my findings using simple scientific vocabulary.		I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.	
Seasonal change	I can explore the four different seasons through my local environment. I can observe and identify the weather each day.	I can observe the changes to plants and trees from each four season. I can recognise changes in weather associated with the seasons.	I can observe and describe changes across the four seasons. I can observe how day length varies. I can describe weather associated with the seasons.					
Earth and space	I recognise that there are other planets beside Earth.	I can name some different countries on our earth and compare their environments and, including day and night differences.					<p>I can describe the planets in the solar system.</p> <p>I can describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>I can describe the movement of the Moon relative to the Earth.</p> <p>I can use the idea of the Earth's rotation to explain day and night and the</p>	

							apparent movement of the sun across the sky. I can describe the movement of the Moon relative to the Earth.	
Electricity						I can identify common appliances that use electricity. I can construct a simple circuit and name the parts of the circuit. I can identify if a bulb will light up in a circuit. I can recognise common conductors and insulators. I can investigate switches.		I can use symbols when drawing a simple circuit diagram. I can associate the brightness of a lamp with the number and voltage of cells used in the circuit. I can investigate variations in how components function. I can name renewable and non-renewable sources of energy.
Light and seeing	Explore, through role play light and dark spaces eg torches in dens. I can make a shadow with my body, outside.	I can experiment with making shadows of objects indoors and outdoors. I can identify animals who are nocturnal.			I can recognise that there needs to be light in order to see things and that darkness is the absence of light I can notice that light is reflected from surfaces. I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun.			I can recognise that light appears to travel in straight lines. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. I can explain how the eye works.

					<p>I can recognise that shadows are formed when light from a light source is blocked by an opaque object.</p> <p>I know that shadows take on the shape of the opaque object.</p> <p>I can predict where a shadow will form in relation to an opaque object and a light source.</p> <p>I can find patterns in the way that the length of shadows change.</p>			<p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>I can explain how shadows change during the day.</p>
Sound and hearing						<p>I can identify how sounds are made, associating some of them with something vibrating.</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear.</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it.</p>		

						I can find patterns between the volume of a sound and the strength of the vibrations that produced it.		
Chemistry								
Materials	<p>I can use all of my senses in hands on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties eg rough/smooth.</p>	<p>I can sort materials by their properties eg rough/smooth.</p> <p>I can explore floating and sinking, naming which objects float and sink and categorize it's material.</p>	<p>I can identify a variety of everyday materials.</p> <p>I can describe the physical properties of a variety of everyday materials.</p> <p>I can distinguish between an object and the material from which it is made.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>I can identify a variety of everyday materials.</p> <p>I can distinguish between an object and the material it is made from.</p> <p>I can investigate the properties of different materials.</p>			<p>I can compare and group materials according to whether they are solids, liquids or gases and name their properties.</p> <p>I can describe the properties of materials using scientific vocabulary.</p> <p>I can investigate the thermal insulation of different materials.</p> <p>I can compare and group materials based on their response to magnets.</p> <p>I know that some materials dissolve in a liquid to make a solution.</p> <p>I can predict how I could separate mixtures.</p> <p>I can explain why some changes are irreversible.</p>	
Rocks					I can compare and group together			

					<p>different kinds of rocks on the basis of their</p> <p>I can compare and group together different kinds of rocks on the basis of their physical properties.</p> <p>I can explain how some rocks are formed.</p> <p>I can explain how the Earth is made up of different layers of rocks and soils</p> <p>I can describe how fossils are formed when things that have lived are trapped within rock.</p>			
States of matter	I can explore 'ice' through play and how this changes as we add heat etc.	<p>I know that ice changes when it is heated or cooled.</p> <p>I can explore dissolving and mixing practically; adding sugar to water and diluting juice.</p> <p>I can talk about changes eg freezing, melting (linked to mud, baking,</p>				<p>I can identify solids, liquids and gases.</p> <p>I can take accurate measurements using thermometers.</p> <p>I can observe that some materials change state when they are heated or cooled.</p> <p>I can identify the part played by evaporation and condensation in the water cycle.</p>		

		paint mixing etc).				I can associate the rate of evaporation with temperature.		
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