



Progression in Science at Meltham Moor



<p>Nursery</p>	<p>Personal, social and emotional development</p> <ul style="list-style-type: none"> • Know how to brush their teeth and practise using the 'big teeth'. Talk about the dentist when reading 'Peppa Pig goes to the Dentist'. • Have milk at fruit every day at snack-time and understand that it is healthy food. • Talk about why we need to brush our teeth (Dental Health Month) and read books and stories about brushing our teeth. Talk about why we need to eat healthy food to keep our teeth healthy. • Know that fruit and vegetables are healthy. Sort unhealthy and healthy foods into groups. • Be independent in self care such as drinking water when thirsty, putting on a sun hat when it is hot, using the toilet independently. 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Recognise that they have changed since they were babies. Know how they have changed and talk about how they have different needs. • Know the names of the four seasons and know which season it is now. • Be able to talk about some of the things that happen in Autumn. • Know that some animals go to sleep through the Winter • Know that some animals come out at night. • Be able to talk about what happens in Winter • Be able to talk about some of the things that happen in Summer • Be able to talk about some of the things that happen in Spring. • Know the names of different animals and be able to talk about how they move, what they eat and where they live. • Know that different animals live in different countries. • • Body – know the names of some bones and body parts 	<p>Understanding the World</p> <ul style="list-style-type: none"> • Talk about where light comes from. • Know how different lights work (batteries, plugs etc) and know how to turn things on/off. • Investigate freezing and melting and be able to talk about changes they see. • Explore whether items move by pushing or pulling and sort them into sets. • Explore which items are magnetic and non-magnetic • Plant a seed and know what they need to do to make it grow. • Know the names for the parts of a plant (seed, leaf, root, stalk, petal). • Know they need to look after and care for plants and animals. • Talk about how a caterpillar changes into a butterfly and a tadpole turns into a frog. • Name minibeasts and talk about some of their features e.g. legs, wings spots/stripes. 			
<p>Reception</p>	<p>Communication and language</p> <ul style="list-style-type: none"> • Come up with questions that they would like to find the answer to. • Ask questions about things that happen • Use the vocabulary which they have learnt to talk about why things might happen. 	<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Know some ways to keep healthy e.g. dentist, doctors • Know how to look after their body through healthy eating • Identify and name some healthy foods. 	<p>Understanding the World (Past and present)</p> <ul style="list-style-type: none"> • Talk about how they have grown and changed comparing with when they were a baby and now. • Talk about how the local environment is changing • Talk about how the outside area has changed since we started Reception. • Describe how the local environment is changing • Describe how a seed / plant changes over a period of time. 	<p>Understanding the World (People, cultures and Communities)</p> <ul style="list-style-type: none"> • Talk about where different things grown and why. 	<p>Understanding the World (The Natural World)</p> <ul style="list-style-type: none"> • Talk about signs of autumn • Explore changing seasons and the effect on the natural world in our play area • Label parts of the body and talk about ways to keep them healthy. • Talk about nocturnal and diurnal animals • Talk about the body parts of owls, using appropriate vocabulary (talons) • Talk about light and dark and what we do at different times of day. • Investigate light and dark and how different materials look different e.g. colour paddles, torches 	

			<ul style="list-style-type: none"> Revisit the village and look at what might have changed since our last visit. 		<ul style="list-style-type: none"> Describe some changes that happen to water at different temperatures. Explore changing seasons and the effect on the natural world in our play area Know some animals that live in other parts of the world Describe some different habitats in other parts of the world. Be able to sort and classify animals according to their habitat e.g. sea, desert, jungle etc. Explain what a seed needs to start growing. Make observations of how different seeds / plants grow e.g. cress, potatoes, beans Explore changing seasons and the effect on the natural world in our play area Investigate pushes and pulls and be able to talk about what we have found out e.g. cars and ramps. Observe and talk about signs of Summer Make observations about cause and effect and draw plants and flowers. Talk about floating and sinking and investigate which objects float and sink 	
Year 1	<p>Plants</p> <ul style="list-style-type: none"> 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 	<p>Animals including humans</p> <ul style="list-style-type: none"> 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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 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>Everyday materials</p> <ul style="list-style-type: none"> 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 	<p>Seasonal changes</p> <ul style="list-style-type: none"> observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies 		<p>Working Scientifically (Year 1 and 2)</p> <ul style="list-style-type: none"> 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
Year 2	<p>Plants</p> <ul style="list-style-type: none"> 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 	<p>Animals, including humans</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> 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 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the 		

		<p>humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>some materials can be changed by squashing, bending, twisting and stretching</p>	<p>basic needs of different kinds of animals and plants, and how they depend on each other</p> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including microhabitats <ul style="list-style-type: none"> 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 		
Year 3	<p>Plants</p> <ul style="list-style-type: none"> 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 	<p>Animals, including humans</p> <ul style="list-style-type: none"> 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 	<p>Forces and magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces notice that some forces need contact between 2 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 group 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 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing 	<p>Light</p> <ul style="list-style-type: none"> 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 	<p>Rocks</p> <ul style="list-style-type: none"> 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 	<p>Working Scientifically (Year 3 and 4)</p> <ul style="list-style-type: none"> 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, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Year 4	<p>States of matter</p> <ul style="list-style-type: none"> 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 (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	<p>Animals, including humans</p> <ul style="list-style-type: none"> 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 	<p>Sound</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it recognise that sounds get fainter as the distance from the sound source increases 	<p>Living things and their habitat</p> <ul style="list-style-type: none"> 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 recognise that environments can change and that this can sometimes pose dangers to living things 	<p>Electricity</p> <ul style="list-style-type: none"> 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 complete 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 	<ul style="list-style-type: none"> 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.

					associate metals with being good conductors	
Year 5	Forces	Animals, including humans	Properties and changes of materials	Living things and their habitats	Earth and Space	Working Scientifically (Year 5 and 6)
	<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> describe the changes as humans develop to old age 	<ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda 	<ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in some plants and animals 	<ul style="list-style-type: none"> describe the movement of the Earth and other planets relative to the sun in the solar system describe the movement of the moon relative to the Earth describe the sun, Earth and moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky 	<ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments
Year 6	Evolution and inheritance	Animals including humans	Light	Living things and their habitats	Electricity	
	<ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function describe the ways in which nutrients and water are 	<ul style="list-style-type: none"> recognise that light appears to travel in straight lines 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 explain that we see things because light travels from light sources to our eyes or from 	<ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals give reasons for classifying plants and animals based on specific characteristics 	<ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches 	

	<ul style="list-style-type: none">• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	transported within animals, including humans	light sources to objects and then to our eyes <ul style="list-style-type: none">• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them		<ul style="list-style-type: none">• use recognised symbols when representing a simple circuit in a diagram	
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