

## Progression in Science

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<b>Everyday Materials</b> Describe the simple physical properties of a variety of everyday materials.	<b>Seasonal Changes</b> Observe changes across the four seasons.	<b>Humans including animals</b> Identify, draw and label the basic parts of the human body.	<b>Animals including humans</b> Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	<b>Plants</b> Describe the basic structure of a variety of common plants including roots, stem, leaves and flowers.	<b>Working Scientifically</b> Introduce the idea of working scientifically and create confident and inquisitive young scientists. Children should ask questions and use practical investigations to answer them.
<b>Year 2</b>	<b>Everyday Materials and their uses</b> Discovering out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<b>Movement</b> Compare how different things move.	<b>Humans including animals</b> Describe the importance for humans of exercise, basic need, eating the right amounts of different types of food, and hygiene.	<b>Animals including humans</b> Find out about and describe the basic needs of animals for survival and the growth of animals.	<b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants	<b>Habitats</b> Identify and name a variety of plants and animals in their habitats, including micro-habitats.
<b>Year 3</b>	<b>Working Scientifically</b> Building on from the 'Working like a scientist unit' at the end of Year 1; developing pupils skills in working scientifically and create more careful, accurate and thoughtful scientists.	<b>Rocks</b> Recognize that soils are made from rocks and organic matter.	<b>Light</b> Find patterns in the way that the size of shadows change.	<b>Plants</b> Investigate the way in which water is transported within plants.	<b>Animals including humans</b> Identify that animals, including humans, need the right types and amount of nutrition.	<b>Living things and their habitats</b> Observe how magnets attract or repel each other and attract some materials and not others.
<b>Year 4</b>	<b>States of matter</b> Compare and group materials together, according to whether they are solids, liquids or gases.	<b>Sound</b> Recognise that vibrations from sounds travel through a medium to the ear.	<b>Animals including human</b> Describe the simple functions of the basic parts of the digestive system in humans.	<b>Living things and their habitats</b> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	<b>Electricity</b> 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.	<b>Scientists that change the world</b> Compare scientists from then and now; looking specifically at Hawking and Darwin
<b>Year 5</b>	<b>Working Scientifically</b> Building on from the 'Investigative skills 1' at the start of Year 3; the	<b>Earth and Space</b> Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	<b>Properties and changes to materials</b>	<b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal,	<b>Animals</b> Describe the changes as humans develop to old age.	<b>Forces</b> Explain movement using the idea of push and pull.

	purpose of the unit is to further develop pupil's skills in working scientifically and create more independent, analytical scientists who plan their own lines of enquiry.		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.	an amphibian, an insect and a bird.		
<b>Year 6</b>	<b>Animals</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	<b>Electricity</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	<b>Evolution and inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	<b>Living things and their habitats</b> 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.	<b>Light</b> Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.	<b>Chemical Reactions</b> Demonstrate that dissolving, mixing and changes of state are reversible changes