Coombe Bissett C of E Primary School

Science Progression Map

EYFS	Characteristics of effective learning	Early Learning Goals
Enquiry Skills	Show curiosity about objects, events and people. Questions why things happen. Engage in open-ended activity. Take a risk, engage in new experiences and learn by trial and error. Find ways to solve problems / find new ways to do things / test their ideas. Develop ideas of grouping, sequences, cause and effect. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Use senses to explore the world around them. Make links and notice patterns in their experiences. Create simple representations of events, people and objects. Build up vocabulary that reflects the breadth of their experience.	Choose the resources they need for their chosen activities. Handle equipment and tools effectively. Answer how and why questions about their experiences. Make observations. Develop their own narratives and explanations by connecting ideas or events. Explain why some things occur and talk about changes.
Understanding of the world	Know about the similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	

Coombe Bissett C of E Primary School

Science Progression Map

Working Scientifically	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plan	Ask simple questions when prompted. Suggest ways of answering a question a	Ask simple questions. Recognise that questions can be answered in different ways	Ask relevant questions when prompted. Use different types of scientific enquiry to answer them. Set up simple and practical enquiries, comparative and fair tests with some support.	Ask relevant questions. Use different types of scientific enquiries to answer their questions. Set up simple and practical enquiries, comparative and fair tests	Plan different types of scientific enquiries to answer questions. With prompting, recognise and control variables where necessary.	Plan different types of scientific enquiries to answer questions. Recognise and control variables where necessary.
Do	Make relevant observations using simple equipment. Conduct simple tests, with support. Identify and classify with guidance.	Observe closely, using simple equipment. Perform simple tests. Identify and classify.	Make systematic and careful observations, using simple equipment. Use standard units when taking measurements.	Make systematic and careful observations using a range of equipment, including thermometers and data loggers. Take accurate measurements using standard units, where appropriate.	Select, with prompting, and use appropriate equipment to take readings. Take precise measurements using standard units. Begin to understand the need for repeat readings.	Use a range of scientific equipment to take measurements. Take measurements with increasing accuracy and precision. Take repeat readings when appropriate.
Record	Gather and record data	Record and communicate their findings in a range of ways and begin to	With modelling and guidance, gather, record, classify and present data in a variety of ways to	Gather, record, classify and present data in a variety of ways to help to answer questions.	Take and process repeat readings. Record data and results.	Record data and results of increasing complexity using scientific diagrams and labels,

Coombe Bissett C of E Primary School

Science Progression Map

		use simple scientific language. Gather and record data to help answer questions.	help to answer questions. With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated.	Record findings using simple scientific language, drawings and labelled diagrams. Record findings using keys, bar charts, and tables.	Record data using labelled diagrams, keys, tables and charts. Use line graphs to record data.	classification keys, tables, bar charts and line graphs.
Review	Recognise findings. Use their observations and ideas to suggest answers to simple questions.	Use their observations and ideas to suggest answers to simple questions.	With prompting, suggest conclusions from enquiries. Suggest how findings could be reported.	Report on findings from enquiries, including oral and written explanations, of results and conclusions.	Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships.	Report and present findings from enquiries, including conclusions and causal relationships.
Vocabulary	Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe.	Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data	Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions,	Previous vocab plus enquiry types increase, decrease, identify, classify, order, notice patterns, relationships, appearance, present results, data loggers	Previous vocab plus, notice, patterns, relationships, independent variable, dependent variable, controlled variable, accuracy, precision, degree of trust, classification keys, scatter graphs, line graphs, causal relationships, support/refute, data loggers	Previous vocab plus opinion/fact, confidently name scientific enquiry types

			predictions, support, thermometers			

Coombe Bissett C of E Primary School

Science Progression Map

Biology	Plants					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	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.	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	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.			
Vocabulary	**Names of: wild plants, garden pants, flowering plants, trees, leaf,**	**seeds, bulbs, water, light, growth, healthy, shoot, seedling**	**leaf, flower, blossom, petal, fruit, root, bulb,**			

	flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable, deciduous, evergreen		seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal			

Coombe Bissett C of E Primary School

Science Progression Map

Biology	Animals including Humans					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	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	notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, 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.	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	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.	describe the changes as humans develop to old age.	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 transported within animals, including humans.

	associated with each sense.					
Vocabulary	Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low	offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene	Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate	Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain		Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle,

Biology	**Living things and their habitats**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Coombe Bissett C of E Primary School

Science Progression Map

		What is alive, dead or was never alive? explore and compare the differences between things that are living, dead, and things that have never been alive *Can living things live forever?* 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 their habitats, including microhabitats describe how animals obtain their food		*Living things: What's the same and what's different?* 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 *Are living things in danger?* recognise that environments can change and that this can sometimes pose dangers to living things.	*Do all Life cycles look the same?* 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.	*Living things: What's the same and what's different?* describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals give reasons for classifying plants and animals based on specific characteristics.

		from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.				
Vocabulary		Living, dead, never been alive, names of local habitats, pond, woodland, meadow, name microhabitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter		Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).	Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young	Organism, microorganism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds mammals, vertebrates ,invertebrates, name some of these, arachnid, mollusc, insect, crustacean

Biology	**Evolution and inheritance**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

						How do living things change over time and place? 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 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Vocabulary						Fossils, adaptation, endangered, environment, evolution, extinct, organism, inheritance, genes,

						living things, change, characteristics, variation, conditions, offspring

Coombe Bissett C of E Primary School

Science Progression Map

Chemistry	Materials					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
	Everyday Materials *What are things made of?* 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.	**Uses of Everyday Materials** *How do we choose materials?* identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *Can we change materials?* find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		**States of Matter** *Is water always wet?* 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	**Properties and changes of materials** *What are things made from and why? Can we change materials?* 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 *Can we change materials?* know that some materials will dissolve in liquid to form a solution, and	

				evaporation with temperature.	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.	
Vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through	Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze		States of matter, solid, liquid, gas, air, oxygen, powder, granular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees Celsius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration	Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbent, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non reversible changes, new material, burning, rusting,	

Chemistry	**Rocks**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

			Are all rocks the same? 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.			
Vocabulary			Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat,			

Coombe Bissett C of E Primary School

Science Progression Map

Physics	Light					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			What is the dark? 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.			*How do we see?* 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 light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the

						objects that cast them.
Vocabulary			Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent			Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent

Physics	**Forces**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
			What can magnets do? compare how things move on different surfaces notice that some forces need contact between two objects, but magnetic forces can act at a distance		*How do things move?* explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	

			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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.		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.	
Vocabulary			Force, contact force, noncontact force, magnetic force, magnet, strength, bar/ring/button/horses hoe magnets, attract, repel, magnetic material, metal, iron, steel, non-magnetic, poles, north/south pole		Fall, Earth, gravity, weight, mass, air resistance, water resistance, friction, moving surfaces, mechanisms, levers, pulleys, gears, force, transfers	

Physics	Sound					
				How do we hear different sounds? 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.		
Vocabulary				Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument		

Physics	**Electricity**					
	Year 1	**Year 2**	**Year 3**	***Year 4***	**Year 5**	***Year 6***
				Can we control electricity? identify common appliances that run on electricity		*Can we vary the effects of electricity?* associate the brightness of a lamp or the volume of a

				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 associate metals with being good conductors.		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 use recognised symbols when representing a simple circuit in a diagram.

Coombe Bissett C of E Primary School

Science Progression Map

Vocabulary				Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection,		Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile

Physics	**Earth and Space**					
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
					Sun, Earth and Moon: what is moving? 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.	
Vocabulary					Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks	

Coombe Bissett C of E Primary School

Science Progression Map

Physics	Seasonal Changes					
	Year 1	**Year 2**	**Year 3**	***Year 4***	***Year 5***	**Year 6**
	Do living things change or stay the same? observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.					
Vocabulary	Season, spring, summer, autumn, winter, weather, hot, warm, cool cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night					

Coombe Bissett C of E Primary School

Science Progression Map