

## Savile Town I & N School- Science Progression Map

	Nursery	Reception	Year 1	Year 2
	<p><b>(COL)</b></p> <p>I use my senses to explore the world around me.            I can ask questions about the world around me.            I can think of ideas and find ways to solve problems, finding new ways to do things            I can predict what I think might happen.            I can test my ideas, beginning to record and draw what happened.</p>		<p><b>Working Scientifically</b></p> <p>I can ask simple scientific questions.            I can use simple equipment to make observations.            I can carry out simple tests.            I can identify and classify things.            I can suggest what I have found out.            I can use simple data to answer questions.</p>	
<b>Biology</b>				
Living things and their habitats	<p><b>Understanding the World (The World)</b></p> <p><b>Range 4</b>            I notice detailed features of objects in my environment.            I can talk about some of the things that I have observed such as plants, animals, natural and found objects.            I enjoy playing with small world reconstructions,</p>	<p><b>Understanding of the World (The Natural World)</b></p> <p><b>ELG</b>            I can explore the natural world around me, making observations and drawing pictures of animals and plants.            I know some similarities and differences between the natural world around me and contrasting</p>		<p><b>Living Things and Their Habitats</b></p> <p>I can identify things that are living, dead and never lived.            I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).            I can identify and name plants and animals in a range of habitats.            I can match living things to their habitat.            I can describe how animals find their food.            I can name some different sources of food for animals.            I can explain a simple food chain.</p>
Plants			Plants	Plants

	<p>building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake.</p>	<p>environments, drawing on my experiences and what has been read in class.</p> <p>I understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p>	<p>I can name a variety of common wild and garden plants.</p> <p>I can name the petals, stem, leaf and root of a plant.</p> <p>I can name the roots, trunk, branches and leaves of a tree.</p>	<p>I can describe how seeds and bulbs grow into plants.</p> <p>I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature).</p>
<p><b>Animals (including humans)</b></p>	<p><b>Range 5</b></p> <p>I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can talk about why things happen and how things work.</p> <p>I am developing an understanding of growth, decay and changes over time.</p> <p>I show care and concern for living things and the Environment.</p>		<p><b>Animals (including humans)</b></p> <p>I can name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can classify and name animals by what they eat (carnivore, herbivore and omnivore).</p> <p>I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p> <p>I can sort living and non-living things.</p> <p>I can name the parts of the human body that I can see.</p> <p>I can link the correct part of the human body to each sense.</p>	<p><b>Animals (including humans)</b></p> <p>I can explain the basic stages of a life cycle for animals, including humans.</p> <p>I can describe what animals and humans need to survive.</p> <p>I can describe why exercise, a balanced diet and good hygiene are important for humans.</p>
<p><b>Everyday materials</b></p>	<p>I can begin to understand the effect that my behaviour can have on my environment.</p> <p><b>Range 6</b></p>		<p><b>Everyday Materials</b></p> <p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p>	<p><b>Everyday Materials</b></p> <p>I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>I can suggest why a material might or might not be used for a specific job.</p> <p>I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p>

	<p>I look closely at similarities, differences, patterns and change in nature.</p>		<p>I can group objects based on the materials they are made from.</p>	
<p><b>Seasonal Changes</b></p>	<p>I know about similarities and differences in relation to places, objects, materials and living things.</p> <p>I can talk about the features of my own immediate environment and how environments might vary from one another.</p> <p>I can make observations of animals and plants and explain why some things occur, and talk about changes.</p>		<p><b>Seasonal Changes</b></p> <p>I can observe and comment on changes in the seasons.</p> <p>I can name the seasons and suggest the type of weather in each season.</p>	