



## Science Curriculum Progression Skills



### Hazel Wood Key Stage 1 Science

Science Domain	End of Key Stage Expectations Progression of Skills
<p style="text-align: center;"><b><u>Plants (P)</u></b></p> <p style="text-align: center;"><b><u>Working Scientifically (WS)</u></b></p>	<p>P1 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>P2 - Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>P3 - Observe and describe how seeds and bulbs grow into mature plants.</p> <p>P4- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>WS2 - Observing closely, using simple equipment and measurement WS4 - Identifying and classifying</p>
<p style="text-align: center;"><b><u>Animals and Humans</u></b></p> <p style="text-align: center;"><b><u>Working Scientifically (WS)</u></b></p>	<p>AH1 - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>AH2 - Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>AH3 - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>AH4 - 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> <p>AH5 - Notice that animals, including humans, have offspring which grow into adults.</p>



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### Continued ...Animals and Humans

#### Working Scientifically (WS)

AH6 - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

AH7- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

WS6 - Gathering, recording and communicating data and findings to help in answering questions.

### Everyday Materials

#### Working Scientifically (WS)

EM1 - Distinguish between an object and the material from which it is made.

EM2- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

EM3- Describe the simple physical properties of a variety of everyday materials. EM4- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

EM4 - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

EM 5 - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

WS2- Observing closely, using simple equipment and measurement.

WS3 - Performing simple tests.



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### Seasonal Changes

#### Working Scientifically (WS)

SC1 - Observe changes across the four seasons

SC2 - Observe and describe weather associated with the seasons and how day length varies.

WS8 - begin to notice patterns and relationships

WS5 - using their observations and ideas to suggest answers to questions

### All Living Things and their Habitats

#### Working Scientifically (WS)

LH1 - Explore and compare the differences between things that are living, dead, and things that have never been alive.

LH2 - Identify that most living things live in habitats to which they are suited.

LH3 - Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.

LH4 - Identify and name a variety of plants and animals in their habitats, including micro-habitats.

LH5 - Describe how animals obtain their food from plants and other animals.

LH6 - Understand a simple food chain, and identify and name different sources of food.

WS7- Use scientific language and read and spell age appropriate scientific vocabulary.



## Science Curriculum Progression Skills



### Hazel Wood Year Reception Science

Science Domain	End of Early Learning Goals Expectations Progression of Skills
Communication and Language (Listening, Attention and Understanding)	Make comments about what they have heard and ask questions to clarify their understanding.
Personal, Social and Emotional Development (Managing Self)	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Understanding the World	Explore the natural world around them, making observations and drawing pictures of animals and plants.  Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.  Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.