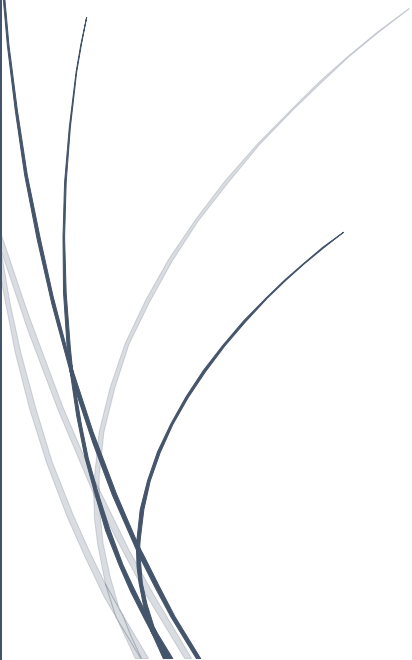




# Marleigh Primary Academy

Science Knowledge Progression



## Development Matters – Non-statutory Curriculum Guidance for EYFS Marleigh Primary Academy Science

EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

| Birth to Three Years Old   | Three and Four Years Old  | Children in Reception   |
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| <ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> </ul> | <ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Explore how things work.</li> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Explore and talk about different forces they can feel.</li> <li>• Talk about the differences between materials and changes they notice.</li> </ul> | <ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Describe what they see, hear and feel whilst outside.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>• Understand the effect of changing seasons on the natural world around them.</li> </ul> |

### EYFS Statutory Framework

#### Early Learning Goal: Understanding the World

#### Children at the expected level of development will:

- 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.

|                                  | By the end of Reception                             | By the end of Year 1  | By the end of Year 2  | By the end of Year 3   | By the end of Year 4  | By the end of Year 5                                  | By the end of Year 6  |
|----------------------------------|---|---|---|--|---|---|---|
| <b>Plants</b>                    | Explore the world around them by observing plants.  | <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees.</p> | <p>To observe and know how seeds and bulbs grow into mature plants.</p> <p>To find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p>             | <p>Identify, know and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore and know 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.</p> <p>Investigate and understand the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> |   |   |   |
| <b>Animals, including Humans</b> | Explore the world around them by observing animals. | <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>       | <p>To know that animals, including humans, have offspring which grow into adults.</p> <p>To know and describe the basic needs of animals, including humans, for survival (water, food and air).</p> | <p>To identify and know 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.</p> <p>Identify and know that humans and some</p>   | <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> | To describe the changes as humans develop to old age. | <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> |

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|  |  | <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>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>To know and describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>   | <p>animals have skeletons and muscles for support, protection and movement.</p> | <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>  |   | <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>  |
| <p><b>Living Things and their Habitats</b></p> | <p>Notice similarities and differences in the world around them.</p> |   | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>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.</p> |   | <p>Identify and name a variety of living things (plants and animals) in the local and wider environment.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.</p> | <p>To know and describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> | <p>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.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> |
| <p><b>Evolution and Inheritance</b></p>        |  |   |  |   |  |   | <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p>  |

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|                           |   |   |   |   |  |  | <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to Evolution.</p> |
| <b>Everyday Materials</b> | Name some materials in their environment. | <p>To know how to distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To be able to describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p> | <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify, compare and know the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> |   |  |  |   |
| <b>Rocks</b>              |   |   |   | <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> |  |  |   |

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|  |  |  |  | Recognise that soil is made from rocks and organic matter. |   |   |  |
| <b>Properties and Changes in Materials</b> | Notice properties of everyday materials, e.g. waterproof, floats/ sinks. |  |  |  | <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>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.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p> |  |

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| <p><b>Seasonal Changes</b></p>  | <p>Understand changes in the seasons through observations.</p> | <p>Observe and talk about changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies, including understanding that it is unsafe to look directly at the Sun.</p> |  |  |   |   |  |
| <p><b>Sound and Hearing</b></p> |  |  |  |  | <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound's source increases.</p> |   |  |
| <p><b>Earth and Space</b></p>   |  |  |  |  |   | <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> |  |

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|                    |  |  |  |  |  | Use the idea of the Earth's rotation to explain day and night, and the apparent movement of the sun across the sky. |  |
| <b>Light</b>       |  |  |  | <p>Recognise that they need light in order to see things and that dark is absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect the eyes.</p> <p>Recognise that shadows are formed when light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the size of shadows change.</p> |  |   | <p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> |
| <b>Electricity</b> |  |  |  |  | <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>Recognise that a switch opens and closes a circuit</p> |   | <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>  |



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|                           |  |  |  |   | <p>and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors.</p> |   |  |
| <b>Forces and Magnets</b> |  |  |  | <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> |   | <p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving Surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> |  |