

Year	Autumn Term	Spring Term	Summer Term
EYFS	Year A Seasonal Changes: Runs throughout the year through Forest School and outdoor working activities.		
	Miraculously Made: Human biology; healthy eating; sleep; personal hygiene; looking after our teeth.	People, Places and the Past: Medicines and poisons; building; forces; inventions; electricity.	Wet and Wild: Oceans, rivers, ponds; floating and sinking.
	Year B Seasonal Changes: Runs throughout the year through Forest School and outdoor working activities.		
	Kingdoms and Communities: Building; forces; materials and their properties.	Wonderful World: Earth and space; electricity; light; seasons; weather.	Forest Fun: Plant biology; seeds and growth; habitats and minibeasts.
1 and 2	Year A Seasonal Changes Plants: Identification	Year A Working Scientifically: <i>Practical Science</i>	Year A Animals, Including Humans: <i>Animals and Their Structure</i> Living Things and Their Habitats
	Year B Plants: Structure and Growth Living Things and Their Habitats: <i>Microhabitats</i>	Year B Everyday Materials/Uses of Everyday Materials	Year B Animals, Including Humans: <i>Living and Growing</i> Animals, Including Humans: <i>Animals and Their Structure</i>
3 and 4	Year A Light States of Matter	Year A Rocks Animals, Including Humans: <i>Structure and Nutrition</i>	Year A Animals, Including Humans: <i>Digestion and Teeth</i> Animals, Including Humans: <i>Food Chains</i>
	Year B Sound Electricity	Year B Forces and Magnets Living Things and Their Habitats: <i>Changing Environments</i>	Year B Plants Living Things and Their Habitats: <i>Classifying Living Things</i>
5 and 6	Year A Properties and Changes of Materials Light	Year A Forces Working Scientifically: <i>The Appliance of Science</i>	Year A Animals, Including Humans: <i>Circulatory System; Transport of Water and Nutrients</i> Animals, Including Humans: <i>Lifestyle Choices</i>
	Year B Earth and Space Evolution and Inheritance	Year B Electricity	Year B Animals, Including Humans: <i>Human Changes</i>

		Living Things and Their Habitats: <i>Classifying Living Things</i>	Living Things and Their Habitats: <i>Life Cycles and Reproduction</i>
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Ellingham C of E Primary School

Science Progression Map: Year B

Class	Autumn Term	Spring Term	Summer Term
EYFS	Seasonal Changes: Runs throughout the year through Forest School and outdoor working activities.		
	Kingdoms and Communities: Building; forces; materials and their properties.	Wonderful World: Earth and space; electricity; light; seasons; weather.	Forest Fun: Plant biology; seeds and growth; habitats and minibeasts.
1 and 2	<p>Plants *Identify and name a variety of common wild and garden plants. *Identify and describe the basic structure of a variety of common flowering plants. *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.</p> <p>Living Things and Their Habitats: Microhabitats *Identify and name a variety of plants and animals in their habitats, including microhabitats.</p>	<p>Everyday Materials/Uses of Everyday Materials *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. *Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Animals, Including Humans: Living and Growing *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.</p> <p>Animals, Including Humans: Animals and Their Structure *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>
3 and 4	<p>Sound *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.</p>	<p>Forces and Magnets *Compare how things move on different surfaces. *Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. *Observe how magnets attract or repel each other and attract some materials and not others. *Compare and group together a variety of everyday</p>	<p>Plants *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.</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 source increases.</p> <p>Electricity</p> <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 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>	<p>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>Living Things and Their Habitats: <i>Changing Environments</i></p> <p>*Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>*Investigate 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> <p>Living Things and Their Habitats: <i>Classifying Living Things</i></p> <p>*Recognise that living things can be grouped in a variety of ways.</p> <p>*Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>
5 and 6	<p>Earth and Space</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> <p>*Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Evolution and Inheritance</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>	<p>Electricity</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> <p>Living Things and Their Habitats: <i>Classifying Living Things</i></p> <p>*Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and</p>	<p>Animals, Including Humans: <i>Human Changes</i></p> <p>*Describe the changes as humans develop to old age.</p> <p>Living Things and Their Habitats: <i>Life Cycles and Reproduction</i></p> <p>*Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>*Describe the life process of reproduction in some plants and animals.</p>

	<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>	<p>differences, including micro-organisms, plants and animals.</p> <p>*Give reasons for classifying plants and animals based on specific characteristics.</p>	
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