

Science Progression Map – Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Beegu	Pipkin of Pepper	Lost and Found	Bog Baby	Peter Rabbit	Queen's Hat
Learning Objective (from DC Pro)	Working Scientifically 1. I can identify, group and sort objects or living things 2. I can use simple equipment to help me observe the world closely (e.g. hand lenses) 3. I can ask simple questions and understand they may have a number of different answers					
	Animals incl Humans 2. I can name and draw the basic parts of the human body	Animals incl Humans 1. I can name all of the senses and identify the part of the body associated with that sense.	Materials 1. I can describe why certain materials are used for certain purposes e.g. bricks and houses 2. I can group materials by their properties 3. I can describe the similarities and differences between everyday materials 4. I can describe the properties of everyday materials 5. I can recognise objects and the materials they are made from 6. I can identify and name everyday materials	Plants and Trees 1. I can identify and name a variety of common wild and garden plants 2. I can name the different parts of a flower e.g. root, stem, leaf 3. I can compare flowers and plants to identify similarities and differences	Animals incl Humans 3. I can compare the structure of a variety of common animals. 4. I can identify and name some carnivores, herbivores and omnivores. 5. I can identify a variety of common animals including fish, amphibians, reptiles, birds and mammals.	Materials 2. I can group materials by their properties 4. I can describe the properties of everyday materials 5. I can recognise objects and the materials they are made from 6. I can identify and name everyday materials
		Seasonal Changes (Autumn) 1. I can talk about the changes to the weather across the seasons 2. I can talk about the changes to plants across the seasons 3. I can describe the four seasons	Seasonal Changes (Winter) 1. I can talk about the changes to the weather across the seasons 2. I can talk about the changes to plants across the seasons 3. I can describe the four seasons	Seasonal Changes (Spring) 1. I can talk about the changes to the weather across the seasons 2. I can talk about the changes to plants across the seasons 3. I can describe the four seasons		Seasonal Changes (Summer) 1. I can talk about the changes to the weather across the seasons 2. I can talk about the changes to plants across the seasons 3. I can describe the four seasons
Skills	-Ask simple questions about the world around us. - To begin to observe and identify, compare and describe. - To begin to use simple secondary sources to find answers. - To begin to find information to help me from books and computers with help. - Use some simple scientific language - Use comparative language with support.	- Ask simple questions about the world around us. - Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources). - Perform simple tests with support. - To begin to discuss my ideas about how to find things out. - Gather and record data with some adult support, to help in answering questions. - Identify and classify with some support. - To begin to observe and identify, compare and describe. - Use some simple scientific language.	- Ask simple questions about the world around us. - Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources). - Perform simple tests with support. - To begin to discuss my ideas about how to find things out. - Gather and record data with some adult support, to help in answering questions. - Identify and classify with some support. - To begin to observe and identify, compare and describe. - Begin to talk about whatthey have found out and how they found it out. - To begin to say what happened in my investigation. - To begin to say whether I was surprised at the results or not. - To begin to say what I would change about my investigation. - Use some simple scientific language. - Use comparative language with support.	- Ask simple questions about the world around us. - Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources). - Perform simple tests with support. - To begin to discuss my ideas about how to find things out. - Gather and record data with some adult support, to help in answering questions. - Identify and classify with some support. - To begin to observe and identify, compare and describe. - Begin to talk about whatthey have found out and how they found it out. - To begin to say what happened in my investigation. - To begin to say whether I was surprised at the results or not. - To begin to say what I would change about my investigation. - Use some simple scientific language. - Use comparative language with support.	-Ask simple questions about the world around us. - To begin to discuss my ideas about how to find things out. - Can show my results in a simple table that my teacher has provided. - Identify and classify with some support. - To begin to observe and identify, compare and describe. - To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. - To begin to use simple secondary sources to find answers. - To begin to find information to help me from books and computers with help. - Use some simple scientific language	- Ask simple questions about the world around us. - Begin to recognise that they can be answered in different ways (grouping and classifying, finding things out from secondary sources). - Perform simple tests with support. - To begin to discuss my ideas about how to find things out. - Gather and record data with some adult support, to help in answering questions. - Identify and classify with some support. - To begin to observe and identify, compare and describe. - Use some simple scientific language. - Use comparative language with support.

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Sticky Knowledge	<p>To be able to identify and name the head, ear, eye, nose, teeth, mouth, shoulder, elbow, thumb, hand, fingers, leg, knee, foot and toes on a human.</p> <p>To understand how each part of the body is important.</p> <p>To identify differences and similarities between body parts.</p>	<p>- To name all 5 senses.</p> <p>- To identify the body part associated with each sense.</p> <p>- To give an example of something identified with each sense. (dog barking – hearing)</p> <p>- To know that Autumn is one of the four seasons.</p> <p>- To know the names of the Autumn months.</p> <p>- To identify 5 features of Autumn. (leaves fall from trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</p> <p>- To give examples of clothes that we could wear in Autumn.</p>	<p>- To know that Winter is one of the four seasons.</p> <p>- To know the names of the Winter months.</p> <p>- To identify 5 features of Winter. (leaves fall from trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</p> <p>- To give examples of clothes that we could wear in Winter.</p> <p>- To compare the features of Winter and it's weather to Autumn and it's weather.</p> <p>To name 5 types of material – plastic, wood, fabric, glass, paper, brick, stone, metal.</p> <p>To name a 2 properties associated with each material.</p> <p>To identify an object that is made from each material.</p> <p>To know why objects are made from different materials.</p> <p>To sort materials using their similarities.</p>	<p>- To know that Spring is one of the four seasons.</p> <p>- To know the names of the Spring months.</p> <p>- To identify 5 features of Spring. (blossom on trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</p> <p>- To give examples of clothes that we could wear in Spring.</p> <p>- To compare the features of Spring and it's weather to Autumn and Winter and their weather.</p>	<p>-Identify the body parts of animals – e.g. legs, paws, claws, wings, fur, head, body.</p> <p>- Know that mammals have hair or fur.</p> <p>- Know that mammals have live young.</p> <p>- Know that humans are mammals.</p> <p>- Name 3 features of a bird. e.g. beak, 2 legs, fathers, wings.</p> <p>-Name 3 features of a fish e.g.gills, live and breathe underwater, scaly skin, fins.</p> <p>-Give an example of an amphibian and know that they live on land and in the water.</p> <p>-Give an example of a reptile and know that they have scales.</p> <p>-Know that carnivores eat meat, herbivores eat plants and omnivores eat both.</p> <p>- Give an example of a carnivore and name something they might eat.</p> <p>-- Give an example of a herbivore and name something they might eat.</p> <p>- Give an example of an omnivore and name something they might eat.</p> <p>- Know that humans are omnivores.</p> <p>- Sort animals into herbivores, carnivores and omnivores when they know what they eat.</p>	<p>- To know that Summer is one of the four seasons.</p> <p>- To know the names of the Summer months.</p> <p>- To identify 5 features of Summer. (leaves fall from trees, leaves turn brown, red and orange, squirrels collect acorns, conkers, cooler weather. Daytimes get shorter.)</p> <p>- To give examples of clothes that we could wear in Summer.</p> <p>- - To compare the features of Summer and it's weather to Autumn, Winter and Spring and their weather.</p> <p>To name 5 types of material – plastic, wood, fabric, glass, paper, brick, stone, metal.</p> <p>To name a 2 properties associated with each material.</p> <p>To identify an object that is made from each material.</p> <p>To know why objects are made from different materials.</p> <p>To sort materials using their similarities.</p>
Vocabulary	<p>Temperature, body, human, head, eye</p> <p>Nose, ear, mouth, teeth, shoulder, elbow</p> <p>Hand, fingers, thumb, leg, knee, foot, toes</p>	<p>Sight, hearing, touch, taste, smell, eyes, ears, hands, skin, nose, mouth, tongue, bitter, sweet, salty, listen, hear, see, warm, cold, hot, rough, smooth, dry, wet.</p> <p>Autumn, seasons, weather, daylight, months, September, October, November</p> <p>Deciduous, evergreen</p>	<p>Material, hard, soft, stretchy, rigid, shiny, dull, flexible, rough, smooth, plastic, wood, metal, water, glass, paper, brick, fabric, stone, waterproof, absorbent, transparent, opaque,</p> <p>Winter, weather, cold, snow, ice, rain, bare, frost, freeze, December, January, February.</p>	<p>Wild, garden, weed, deciduous, evergreen, leaves, stem, roots, fruit, seed, bulb, flower, petals, dandelion, daisy, buttercup, dog rose, daffodils, horse chestnut, oak, sycamore.</p> <p>Spring, March, April, May, daylight, weather, warmer, blossom, lambs, chicks, shoots,</p>	<p>Mammals, birds, fish, amphibians, reptiles, carnivores, herbivores, omnivores, human, rabbit, fox, hedgehog, squirrel, duck, robin, chicken, goldfish, minnow, frog, tortoise, toad.</p> <p>Scales, fur, slimy, smooth, babies, tadpoles, hair, fins, gills.</p>	<p>Seasons, Summer, Autumn, Winter, Spring, weather, hotter, longest days, leaves, flowers, bees, butterflies, June, July, August, sun, rain, showers, thunder, lightning, storms, Sunflowers, roses, lavender.</p> <p>Material, hard, soft, stretchy, rigid, shiny, dull, flexible, rough, smooth, plastic, wood, metal, water, glass, paper, brick, fabric, stone, waterproof, absorbent, transparent, opaque,</p>