

St Wilfrid's Primary School Science Knowledge Progression Document

	<u>EYFS</u>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals	Manage their						
including	own basic	 Identify and 	1. Notice that	1. Identify	1. Describe	1. Describe	1. Identify and name
humans	hygiene and	name a	animals,	that animals,	the simple	the changes	the main parts of the
	personal	variety of	including	including	functions of	as humans	human circulatory
	needs,	common	humans, have	humans, need	the basic parts	develop to old	system, and describe
	including	animals	offspring	the right types	of the	age.	the functions of the
	dressing, going	including fish,	which grow	and amount	digestive		heart, blood vessels
	to the toilet	amphibians,	into adults.	of nutrition,	system in		and blood.
	and	reptiles, birds	2. Find out	and that they	humans.		2. Recognise the
	understanding	and	about and	cannot make	2. Identify the		impact of diet,
	the	mammals.	describe the	their own	different		exercise, drugs and
	importance of	Identify and	basic needs of	food; they get	types of teeth		lifestyle on the way
	healthy food	name a	animals,	nutrition from	in humans		their bodies function.
	choices.	variety of	including	what they eat.	and their		3. Describe the ways
		common	humans, for	2. Identify	simple		in which nutrients
	Explore the	animals that	survival	that humans	functions.		and water are
	natural world	are	(water, food	and some	3. Construct		transported within
	around them,	carnivores,	and air).	other animals	and interpret		animals, including
	making	herbivores	3. Describe	have	a variety of		humans.
	observations	and	the	skeletons and	food chains,		
	and drawing	omnivores.	importance	muscles for	identifying		
	pictures of	Describe	for humans of	support,	producers,		
	animals and	and compare	exercise,	protection	predators and		
	plants;	the structure	eating the	and	prey.		
		of a variety of	right amounts	movement.			
		common	of different				
		animals (fish,	types of food,				
		amphibians,	and hygiene.				

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	reptiles, birds		
	and		
	mammals,		
	including		
	pets)		
	4. Identify,		
	name, draw		
	and label the		
	basic parts of		
	the human		
	body and say		
	which part of		
	the body is		
	associated		
	with each		
	sense.		
Earth and Space		1. Describe the	
		movement of	
		the Earth, and	
		other planets,	
		relative to the	
		Sun in the solar	
		system	
		2. Describe the	
		movement of	
		the Moon	
		relative to the	
		Earth	
		3. Describe the	
		Sun, Earth and	
		Moon as	
		approximately	
		spherical bodies	
		4. Use the idea	
		of the Earth's	
		rotation to	
		explain day and	
		night and the	

				apparent	
				movement of	
				the sun across	
=1			4 1 1 116	the sky.	4 4 1 1 1
Electricity			1. Identify		1. Associate the
			common		brightness of a lamp
			appliances that		or the volume of a
			run on		buzzer with the
			electricity.		number and voltage
			2. Construct a		of cells used in the
			simple series		circuit.
			electrical		2. Compare and give
			circuit,		reasons for variations
			identifying and		in how components
			naming its basic		function, including
			parts, including		the brightness of
			cells, wires,		bulbs, the loudness
			bulbs, switches		of buzzers and the
			and buzzers.		on/off position of
			3. Identify		switches
			whether or not		3. Use recognised
			a lamp will light		symbols when
			in a simple		representing a simple
			series circuit,		circuit in a diagram.
			based on		
			whether or not		
			the lamp is part		
			of a complete		
			loop with a		
			battery.		
			4. Recognise		
			that a switch		
			opens and		
			closes a circuit		
			and associate		
			this with		
			whether or not		
			a lamp lights in		

Т	 	 	T		1
			a simple series		
			circuit.		
			5. Recognise		
			some common		
			conductors and		
			insulators, and		
			associate		
			metals with		
			being good		
			conductors.		
Evolution and		(ROCKS)			1. Recognise that
Inheritance		1. Compare and			living things have
		group together			changed over time
		different kinds			and that fossils
		of rocks on the			provide information
		basis of their			about living things
		appearance and			that inhabited the
		simple physical			Earth millions of
		properties. 2.			years ago.
		Describe in			2. Recognise that
		simple terms			living things produce
		how fossils are			offspring of the same
		formed when			kind, but normally
		things that have			offspring vary and are
		lived are			not identical to their
		trapped within			parents.
		rock.			3. Identify how
		3. Recognise			animals and plants
		that soils are			are adapted to suit
		made from			their environment in
		rocks and			different ways and
		organic matter.			that adaptation may
		-			lead to evolution.
Forces and		1. Compare how		1. Explain that	
Magnets		things move on		unsupported	
		different		objects fall	
		surfaces.		towards the	
				Earth because of	

2. Notice that	the force of	
some forces	gravity acting	
need contact	between the	
between two	Earth and the	
objects, but	falling object	
magnetic forces	2. Identify the	
can act at a	effects of air	
distance.	resistance, water	
3. Observe how	resistance and	
magnets attract	friction, that act	
or repel each	between moving	
other and	surfaces.	
attract some	3. Recognise that	
materials and	some	
not others.	mechanisms,	
4. Compare and	including levers,	
group together	pulleys and	
a variety of	gears, allow a	
everyday	smaller force to	
materials on the	have a greater	
basis of	effect.	
whether they		
are attracted to		
a magnet, and		
identify some		
magnetic		
materials .		
5. Describe		
magnets as		
having two		
poles.		
6. Predict		
whether two		
magnets will		
attract or repel		
each other, dep.		
on which poles		
are facing.		

Light 1. Recognise	
1. hccognise	1. Recognise that
that they need	light appears to travel
light in order to	in straight lines.
see things and	2. Use the idea that
that dark is the	light travels in
absence of light.	straight lines to
2. Notice that	explain that objects
light is reflected	are seen because
from surfaces.	they give out or
3. Recognise	reflect light into the
that light from	eye
the sun can be	3. Explain that we see
dangerous and	things because light
that there are	travels from light
ways to protect	sources to our eyes
their eyes.	or from light sources
4. Recognise	to objects and then
that shadows	to our eyes.
are formed	4. Use the idea that
when the light	light travels in
from a light	straight lines to
source is	explain why shadows
blocked by a	have the same shape
solid object.	as the objects that
5. Find patterns	cast them.
in the way that	
the size of	
shadows	
change.	
Living things Explore the 1. Explore and 1. Recog	gnise 1. Describe the 1. Describe how living
and their natural world compare the that liv	ving differences in things are classified
habitats around them, differences things ca	an be the life cycles of into broad groups
making between things grouped	d in a a mammal, an according to common
observations that are living, variety of	ways. amphibian, an observable
and drawing dead, and things 2. Explore	e and insect and a bird. characteristics and
pictures of that have never use	2. Describe the based on similarities
animals and been alive. classification	ation life process of and differences,
plants; keys to	help reproduction in including

			2. Identify that	group, identify	some plants and	microorganisms,
	Know some		most living things	and name a	animals.	plants and animals.
	similarities		live in habitats to	variety of living	dililidis.	2. Give reasons for
	and		which they are	things in their		classifying plants and
	differences		suited and	local and wider		animals based on
	between the		describe how	environment.		specific
	natural world		different habitats	3. Recognise		characteristics.
	around them		provide for the	that		characteristics.
	and		basic needs of	environments		
	contrasting		different kinds of	can change and		
	environments,		animals and	that this can		
	-		plants, and how	sometimes pose		
	drawing on their			-		
	experiences		they depend on each other.	dangers to living things.		
	and what has			livilig tillings.		
	been read in		3. Identify and			
			name a variety of			
	class		plants and animals in their			
			habitats,			
			including			
			microhabitats.			
			4. 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.			
Materials	Understand	Everyday	Uses of everyday	States of	Properties &	
	some	materials	materials	matter	changes of	
	important	1. Distinguish	1. Identify and	1. Compare and	materials	
	processes and	between an	compare the	group materials	1. Compare and	
	changes in the	object and the	suitability of a	together,	group together	
	natural world	material from	variety of	according to	everyday	
	around them,	which it is made.	everyday	whether they	materials on the	

including the seasons and name a variety of everyday materials, including wood, plastic, glass, basis of their yarding wood, plastic, glass, metal, water, and rock. 3. Describe the simple physical properties of a variety of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 5. Cobserve that some materials chapters the some materials chapters in the water of everyday materials on the basis of their simple physical properties. 6. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 8. A. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 9. Identify and materials, liquids or gases 2. Observe that some materials chapters when they are they are cooled, and measure or research the temperature at which this happens in degree Sclsius degrees Celsius de					I -
changing states of matterials, materials, states of matter. matte	_	·	· · · · · · · · · · · · · · · · · · ·	•	
states of matter. ma		•			
matter. including wood, plastic, glass, metal, water, and rock. 3. Describe the simple physical properties of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Gompare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Gompare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Gompare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Gompare and group together a variety of everyday materials on the basis of their simple physical properties. 4. Gompare and cardboard for particular uses of them they are heated or cooled, and measure or response to temperature at which this happens in degrees Celsius (°C) all identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 4. Gompare and group together a variety of everyday materials on the basis of their simple physical properties. 5. Find out how teshapes of measure or response to temperature at which this happens in degrees Celsius (°C) all identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 5. Find out how teshapes of measure or response to temperature at which this happens in degrees Celsius (°C) all identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 6. Gompare and evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 8. Gompare and measure or response to temperature at which this some materials on the temperature at which this appension of the part played by evaporation and condensation in the water cycle		7 7	• •		_
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particular uses of					•
					everyday

					I	-	
						materials,	
						including metals,	
						wood and plastic	
						5. Demonstrate	
						that dissolving,	
						mixing and	
						changes of state	
						are reversible	
						changes	
						6. 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.	
Plants	Explore the	1. Identify and	1. Observe and	1. Find out and			
FIGIILS	natural world	-	describe how	describe how		1. (Living things) Describe the life	
		name a variety					
	around them,	of common wild	seeds and bulbs	plants need		process of	
	making	and garden	grow into mature	water, light and		reproduction in	
	observations	plants, including	plants.	a suitable		some plants.	
	and drawing	deciduous and	2. Find out and	temperature to			
	pictures of	evergreen trees.	describe how	grow and stay			
	animals and	2. Identify and	plants need	healthy.			
	plants;	describe the	water, light and a	2. Explore the			
		basic structure	suitable	requirements of			
		of a variety of	temperature to	plants for life			
		common	grow and stay	and growth (air,			
			healthy.	light, water,			

	T T			
	flowering plants,	nutrients from		
	including trees.	soil, and room		
		to grow) and		
		how they vary		
		from plant to		
		plant.		
		3. Investigate		
		the way in		
		which water is		
		transported		
		within plants.		
		4. Explore the		
		part that		
		flowers play in		
		the life cycle of		
		flowering		
		plants, including		
		pollination,		
		seed formation		
		and seed		
		dispersal.		
Rocks		1. Compare and		
		group together		
		different kinds		
		of rocks on the		
		basis of their		
		appearance and		
		simple physical		
		properties. 2.		
		Describe in		
		simple terms		
		how fossils are		
		formed when		
		things that have		
		lived are		
		trapped within		
		rock.		
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that soils are made from rocks and organic matter. Sound 1. Identify how sounds are made, associating some of them with something vibrating 2. Recognise that vibrations from sounds travel through a medium to the ear 3. Find patterns between the pitch of a sound and features of the object that produced it 4. Find patterns between the volume of a sound and the strength of the vibrations that produced it 5. Recognise that sounds get fainter as the distance from		I	<u> </u>			
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that sounds get fainter as the distance from						
fainter as the distance from						
					distance from	
the sound					the sound	
source						
					increases	

Weather	Understand	Seasonal			
	some	changes			
	important	1. Observe			
	processes and	changes across			
	changes in the	the four seasons			
	natural world	2. Observe and			
	around them,	describe			
	including the	weather			
	seasons and	associated with			
	changing	the seasons and			
	states of	how day length			
	matter.	varies			