

HET Foundation Stage Science Knowledge Progression



Science				
<p>FS2 Skills/ Knowledge</p> <p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>New ELG: 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</p>	Animals	<p>Stage 1 (30-50m/40-60m)</p> <ul style="list-style-type: none"> Names of animals Small World – naming and exploring different animals Looking after and caring for different animals that are found within their local environment (discussion about looking after pets/what do do/not do with insects) 	<p>Stage 2 (40-60m/ELG)</p> <ul style="list-style-type: none"> Habitats – Where do the different animals live? Animals and their off-spring Growth of animals 	<p>Stage 3 (ELG/Exceeding)</p> <ul style="list-style-type: none"> Habitats – Why do the animals live in that specific place? Lifecycle of different animals (human, animals, insects). Giving more of a detailed explanation
		<i>Animals, caring, home, farm</i>	<i>Home, habitats, growth, off-spring, jungle, forest, farm</i>	<i>Habitats, shelter, life-cycle, cocoon, chrysalis frog spawn, tadpole, froglett,</i>
	Plants	<p>Stage 1 (30-50m/40-60m)</p> <ul style="list-style-type: none"> Digging and exploring the world around them Planting Discussions about noticing change with regards to planting/growing. 	<p>Stage 2 (40-60m/ELG)</p> <ul style="list-style-type: none"> Discussions around planting (What do they need to grow?) Know the names of some common plants/flowers. (beans, sunflower, daisy, daffodils) 	<p>Stage 3 (ELG/Exceeding)</p> <ul style="list-style-type: none"> Discussions around planting (Why do they need sunlight, water and nutrients?) Naming different plants and their properties Labelling plants Gardeners in and around school – what do they do?
		<i>Digging, spade, grow, seed</i>	<i>Sunlight, warmth, water, food</i>	<i>Nutrient, stem, leaves, flower, gardeners,</i>
	Everyday Materials	<p>Stage 1 (30-50m/40-60m)</p>	<p>Stage 2 (40-60m/ELG)</p>	<p>Stage 3 (ELG/Exceeding)</p> <ul style="list-style-type: none"> Begin to explain findings

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what has been read in class; - Understand the effect of the changing seasons on the natural world around them.		<ul style="list-style-type: none"> • Beginning to compare different materials • Beginning to compare different textures • Comment on aspects of their familiar world. 	<ul style="list-style-type: none"> • Exploring scientific concepts i.e. floating and sinking, materials, magnets, ramps, strength of materials, waterproof materials etc • Comparing materials 	<ul style="list-style-type: none"> • Exploring the properties of different materials • Purpose and use of different materials.
		<i>Texture, bricks, sand, foam, water, gloop, hard, soft</i>	<i>Floating, sinking, metal, shiny, wood, dull,</i>	<i>Dense, waterproof, shelter</i>
	Seasonal	<ul style="list-style-type: none"> • Basic weather • Hot (feeling) • Cold (feeling) • Songs about the weather 	<ul style="list-style-type: none"> • Features of the seasons • Weather appropriate clothing • Different types of weather 	<ul style="list-style-type: none"> • Comparing the seasons
		<i>Hot, cold, rain, sun, snow</i>	<i>Spring, summer, autumn, winter, clothing, wellies, coat, umbrella, wind, fog, sleet,</i>	<i>Comparison, weather, seasonal change,</i>