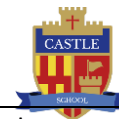




Science Curriculum Progression - Yearly Overview

Science Curriculum Learning Map: A1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics	Physics	Chemistry	Chemistry	Biology	Biology
005 - I "still" in response to a sound, voice or environment.		004 - I show an increase in tolerance to a repeated sensory stimulus.		001 - I show simple reflex responses to sudden unfamiliar stimuli.	
006 - I can communicate basic needs by making sounds / gestures.		012 - I can discriminate and give a consistent response between pleasant and unpleasant stimulus;		002 - I show simple reflex response to familiar events.	
007 - I show signs of an emerging awareness of familiar stimuli through my reactions to visual / auditory / kinaesthetic / tactile / smell / taste				003 - I can accept and be comforted by appropriate physical contact.	
008 - I can look / smile at familiar adult and interact with others, tuning into voices.				009 - I can interact with people and objects; e.g. I may turn my head towards person speaking or reach towards a toy.	
011 - I turn my eyes and head towards sound source or person speaking and may establish brief eye contact.				010 - I can communicate simple needs, wants or feelings with intent using facial expressions / gestures.	
016 - I can observe own actions or objects or events with interest.				013 - I can use vocalisation / gesture with intent to attract attention.	
017 - I can explore and interact with objects spontaneously.				014 - I can respond to familiar people or routines or objects or activities or actions.	
				015 - I can request activities or objects, verbally or with gesture.	
				018 - I can remember learned responses.	
				019 - I show anticipation in response to familiar people or routines or actions.	

Science Curriculum Learning Map: A2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics	Physics	Chemistry	Chemistry	Biology	Biology



Science Curriculum Progression - Yearly Overview

022 - I can explore objects.	029 - I can show understanding of objects or materials or events.	020 - I can communicate with purposeful intent.
023 - I begin to repeat actions purposefully.	030 - I can change some materials by physical means and observe the outcome.	021 - I can communicate simple choices.
024 - I can reject items when offered a choice of objects.		025 - I can anticipate by association to objects of reference.
026 - I can communicate an awareness of changes in light or sound or movement.		028 - I can copy simple actions
027 - I can demand a desired object or event by reaching or pointing.		
031 - I can demand a familiar desired object.		
032 - I can cause movement by pushing or pulling action.		

Science Curriculum Learning Map: A3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics	Physics	Chemistry	Chemistry	Biology	Biology
037 - I can observe the results of my actions with interest.		Increase generalisation, fluency, independence and maintenance of previously learnt skills		033 - I request events or activities.	
038 - I can remember learned responses over more extended periods.				034 - I can participate in shared activities with less support.	
040 - I can distinguish one sound from another.				035 - I can sustain concentration for more than two minutes.	
				036 - I can explore objects in increasingly complex ways.	
				039 - I can initiate interactions or activities.	

Science Curriculum Learning Map: S1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.



Science Curriculum Progression - Yearly Overview

Physics	Physics	Chemistry	Chemistry	Biology	Biology
100 - I can give positive or negative response to object or event when offered.		100 - I can collect objects or materials.		100 - I can collect objects or materials.	
101 - I can collect objects or materials.		101 - I can give positive or negative response to object or event when offered.		101 - I can give positive or negative response to object or event when offered.	
102 - I can trial actions.		102 - I take part in activities focused on the anticipation of and enquiry into specific environments.		102 - I take part in activities focused on the anticipation of and enquiry into specific environments.	
103 - I can carry out simple instructions when also given a gesture or physical prompt.		103 - I can carry out simple instructions when also given a gesture or physical prompt.		103 - I can carry out simple instructions when also given a gesture or physical prompt.	
104 - I can repeat actions when prompted.		104 - I can trial actions.		104 - I can trial actions.	
		105 - I repeat actions when prompted.		105 - I repeat actions when prompted.	
		106 - I can confirm suggestions about what will happen.		106 - I can confirm suggestions about what will happen.	
		107 - I can name simple objects.		107 - I can name simple objects.	
		108 - I can recognise distinct features of objects.		108 - I can recognise distinct features of objects.	
		109 - I remember some events.		109 - I remember some events.	
		110 - I carry out simple verbal instructions.		110 - I carry out simple verbal instructions.	
		111 - I repeat actions and modifies.		111 - I repeat actions and modifies.	
100 - I can give positive or negative response to object or event when offered.					
101 - I can collect objects or materials.					
102 - I can trial actions.					
103 - I can carry out simple instructions when also given a gesture or physical prompt.					
104 - I can repeat actions when prompted.					

Science Curriculum Learning Map: S2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics	Physics	Chemistry	Chemistry	Biology	Biology
105 - I can confirm suggestions about what will happen.		112 - I can compare objects/people and recognise differences.		112 - I can compare objects/people and recognise differences.	
106 - I can carry out simple verbal instructions.		113 - I begin to make predictions.		113 - I begin to make predictions.	
107 - I can name simple objects.		114 - I can observe results from my actions.		114 - I can observe results from my actions.	
108 - I can repeat actions and modify.		115 - I can make simple records of findings.		115 - I can make simple records of findings.	



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109 - I can remember some events.	116 - I can respond to suggestions about what will happen, when given a choice.	116 - I can respond to suggestions about what will happen, when given a choice.
110 - I can respond to suggestions about what will happen, when given a choice.	117 - I can link pictures of adult animals with young animals.	117 - I can link pictures of adult animals with young animals.
111 - I can match objects.	118 - I can sort by one given criterion.	118 - I can sort by one given criterion.
112 - I can name simple actions and events.	119 - I can name simple actions and events.	119 - I can name simple actions and events.
105 - I can confirm suggestions about what will happen.		
106 - I can carry out simple verbal instructions.		
107 - I can name simple objects.		
108 - I can repeat actions and modify.		
109 - I can remember some events.		
110 - I can respond to suggestions about what will happen, when given a choice.		
111 - I can match objects.		
112 - I can name simple actions and events.		

Science Curriculum Learning Map: S3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics	Physics	Chemistry	Chemistry	Biology	Biology
113 - I can sort by a given criterion.		120 - I can demonstrate simple properties of light, sound and movement.		120 - I can demonstrate simple properties of light, sound and movement.	
114 - I can complete simple descriptions about what happened.		121 - I can complete simple descriptions about what happened.		121 - I can complete simple descriptions about what happened.	
115 - I can request actions and events		122 - I can match objects.		122 - I can match objects.	
116 - I can describe characteristics of objects and events I observe.		123 - I can describe characteristics of objects and events I observe.		123 - I can describe characteristics of objects and events I observe.	
117 - I can communicate observations through drawings, which can be recognised.		124 - I can request actions and events.		124 - I can request actions and events.	
118 - I can describe something as it happens.		125 - I can describe a familiar animal from memory.		125 - I can describe a familiar animal from memory.	
119 - I can respond to reminders about short sequences.		126 - I can communicate observations through drawings, which can be recognised.		126 - I can communicate observations through drawings, which can be recognised.	
		127 - I can sort animals or plants into given categories.		127 - I can sort animals or plants into given categories.	
		128 - I can describe something as it happens;		128 - I can describe something as it happens;	



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	129 - I can respond to reminders about short sequences.	129 - I can respond to reminders about short sequences.
	130 - I know some things are alive and some are not alive.	130 - I know some things are alive and some are not alive.
113 - I can sort by a given criterion.		
114 - I can complete simple descriptions about what happened.		
115 - I can request actions and events		
116 - I can describe characteristics of objects and events I observe.		
117 - I can communicate observations through drawings, which can be recognised.		
118 - I can describe something as it happens.		
119 - I can respond to reminders about short sequences.		

Science Curriculum Learning Map: E1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics - Seasons, Earth and Space	Physics - Forces and Motion	Chemistry - Materials and Rocks	Chemistry Materials and Rocks	Biology - Plants	Biology - Animals including humans, Living things and habitats
200 - I can observe changes across the four seasons. (YR1)	200 - I can compare how different things move. (YR1)	200 - I can describe materials using more than one adjective. (YR1)		200 - I can identify and name a variety of common plants. (YR1)	200 - I can identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. (YR1)
201 - I can observe and describe weather associated with the seasons and how day length varies. (YR1)	201 - I notice and can describe how things are moving, using simple comparisons such as faster and slower. (YR1)	201 - I can recognise simple properties of materials. (YR1)		201 - I can use key terms to describe trees. (YR1)	201 - I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. (YR1)
202 - I can observe the apparent movement of the Sun during the day. (YR1)		202 - I can name some common materials.(YR1)		202 - I can use key terms to describe garden and wild plants.(YR1)	202 - I can describe and compare the structure of a variety of common animals. (YR1)



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		203 - I can distinguish between an object and the material from which it is made. (YR1)	203 - I can use the terms deciduous and evergreen to describe trees. (YR1)	203 - I can identify, name, draw and label the basic parts of the human body. (YR1)
		204 - I can identify and name a variety of everyday materials, (YR1)	204 - I can identify and describe the basic structure of a variety of common flowering plants. (YR1)	204 - I can say which part of the body is associated with each sense. (YR1)
		205 - I can describe the simple physical properties of a variety of everyday materials. (YR1)		
		206 - I can compare and group together a variety of everyday materials on the basis of their simple physical properties. (YR1)		
200 - I can asking simple questions and recognise that they can be answered in different ways.				
201 - I can observe closely, using simple equipment.				
202 - I can perform simple tests.				
203 - I can identify and classify simple features of objects, materials or living things.				

Science Curriculum Learning Map: E2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics - Seasons, Earth and Space	Physics - Forces and Motion	Chemistry - Materials and Rocks	Chemistry Materials and Rocks	Biology - Plants	Biology - Animals including humans, Living things and habitats
200 - I can observe changes across the four seasons. (YR1)	200 - I can compare how different things move. (YR1)	207 - I can find out how the shapes of solid objects made from some materials can be changed. (YR2)		205 - I can observe and describe how seeds and bulbs grow into mature plants. (YR2)	206 - I can explore and compare the differences between things that are living, dead, and things that have never been alive. (YR2)
201 - I can observe and describe weather associated with the seasons and how day length varies. (YR1)	201 - I notice and can describe how things are moving, using simple comparisons such as faster and slower. (YR1)	208 - I identify and compare the uses of a variety of everyday materials. (YR2)		206 - I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (YR2)	207 - I can find out about and describe the basic needs of animals, including humans, for survival. (YR2)



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202 - I can observe the apparent movement of the Sun during the day. (YR1)		209 - I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (YR2)		208 - I can describe the importance for humans of exercise. (YR2)
		210 - I can sort materials into groups. (YR2)		209 - I can describe the importance for humans of eating the right amounts of different types of food. (YR2)
		211 - I can describe my groupings of materials. (YR2)		210 - I can describe how animals obtain their food from plants and other animals, (YR2)
		212 - I can describe how to change materials. (YR2)		211 - I can describe the importance for humans of hygiene. (YR2)
				200 - I can identify that most living things live in habitats to which they are suited. (YR2)
				201 - I can describe how different habitats provide for the basic needs of different animals and plants, and how they depend upon each other. (YR2)
				202 - I can identify and name a variety of plants and animals in their habitats, including microhabitats. (YR2)
204 - I can decide how to sort and group objects, materials or living things				
205 - I can use my observations to suggest answers to simple questions.				
206 - I can gather and record data to help in answering questions.				
207 - I can observe changes over different periods of time and talk about what has happened.				
208 - I can ask basic relevant scientific questions.				



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209 - I can use simple scientific language.
210 - With guidance, I can notice patterns and relationships.
211 - I can use simple measurements and equipment to gather data.
212 - I can use simple secondary sources to find answers.
213 - I can record and communicate my findings in a range of ways.

Science Curriculum Learning Map: N1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics - Seasons, Earth and Space, Light, Electricity Working Scientifically,	Physics - Forces and Motion, Sound Waves, Working Scientifically	Working Scientifically, Chemistry - Materials and Rocks	Working Scientifically, Chemistry - states of matter	Working Scientifically, Biology - Plants, Living things and their habitats	Working Scientifically, Biology, Animals Including Humans, Evolution, inheritance and genetics
300 - I can recognise that I need light in order to see things and that dark is the absence of light. (YR3)	300 - I can compare how things move on different surfaces. (YR3)	300 - I can demonstrate a variety of ways of sorting a collection of materials in succession. (YR3)		300 - I can describe the life cycles common to a variety of plants. (YR3)	300 - I can describe the ways in which nutrients and water are transported within animals, including humans. (YR3)
301 - I can observe and name a variety of sources of light. (YR3)	301 - I notice that some forces need contact between two objects and some forces act at a distance. (YR3)	301 - I can compare and group together different kinds of rocks on the basis of their simple physical properties. (YR3)		301 - I can identify and describe the functions of different parts of flowering plants. (YR3)	301 - I can identify that humans and some animals have skeletons and muscles. (YR3)
302 - I notice that light is reflected from surfaces. (YR3)	302 - I can observe how magnets attract or repel each other and attract some materials and not others. (YR3)	302 - I can relate the simple physical properties of some rocks to their formation. (YR3)		302 - I can explore the requirements of plants for life and growth and how they vary from plant to plant. (YR3)	302 - I can identify the different types of teeth in humans and their simple functions. (YR3)
303 - I understand that light from the sun can be dangerous and that there are ways to protect my eyes. (YR3)	303 - I can compare and group together a variety of everyday materials on the basis of whether they	303 - I can describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. (YR3)		303 - I can investigate the way in which water is transported within plants. (YR3)	303 - I can describe the simple functions of the basic parts of the digestive system in humans.(YR3)



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	are attracted to a magnet. (YR3)			
304 - I can recognise that shadows are formed when the light from a light source is blocked by an opaque object. (YR3)	304 - I can identify some magnetic materials. (YR3)	304 - I can recognise that soils are made from rocks and organic matter. (YR3)	304 - I can explore the role of flowers in the life cycle of flowering plants. (YR3)	
305 - I can find patterns in the way that the size of shadows change. (YR3)	305 - I can describe magnets as having two poles. (YR3)			
	306 - I can predict whether two magnets will attract or repel each other, depending on which poles are facing. (YR3)			
300 - I can ask relevant questions and using different types of scientific enquiries to answer them.				
301 - I can set up simple practical enquiries, comparative and fair tests.				
302 - I can make accurate measurements using standard units, using a range of equipment.				

Science Curriculum Learning Map: N2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics - Seasons, Earth and Space, Light, Electricity Working Scientifically,	Physics - Forces and Motion, Sound Waves, Working Scientifically	Working Scientifically, Chemistry - Materials and Rocks	Working Scientifically, Chemistry - states of matter	Working Scientifically, Biology - Plants, Living things and their habitats	Working Scientifically, Biology, Animals Including Humans, Evolution, inheritance and genetics
300 - I can link cause and effect in simple phenomena. (YR4)	300 - I can observe and name a variety of sources of sound, noticing that we hear with our ears.(YR4)	305 - I can compare and group together everyday materials on the basis of their properties.(YR4)	300 - I can compare and group materials together, according to whether	300 - I can recognise that living things can be grouped in a variety of ways. (YR4)	304 - I can give reasons for classifying plants and animals based on specific characteristics. (YR4)



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			they are solids, liquids or gases. (YR4)		
301 - I can identify common appliances that run on electricity. (YR4)	301 - I can identify how sounds are made, associating some of them with something vibrating. (YR4)		301 - I can describe differences between solids, liquids and gases in terms of properties. (YR4)	301 - I can construct and interpret a variety of food chains, identifying producers, predators and prey. (YR4)	305 - I can use classification keys to assign a variety of living things into groups. (YR4)
302 - I can construct a simple series electrical circuit. (YR4)	302 - I find patterns between the pitch of a sound and features of the object that produced it. (YR4)		302 - I can observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C). (YR4)	302 - I can recognise that environments are constantly changing and that this can sometimes pose a risk to specific habitats. (YR4)	306 - I can explain the importance of diet and exercise for good health, giving examples. (YR4)
303 - I can identify whether or not a lamp will light in a simple series circuit. (YR4)	303 - I find patterns between the volume of a sound and the strength of the vibrations that produced it. (YR4)		303 - I can describe what happens when a liquid is heated. (YR4)	303 - I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (YR4)	307 - I can describe the main functions of organs of the human body. (YR4)
304 - I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp will light up in a simple series circuit. (YR4)	304 - I can make simple generalisations about more abstract phenomena. (YR4)		304 - I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (YR4)		
305 - I can recognise some common conductors and insulators. (YR4)					
303 - I can gather, record, classify and present data in a variety of ways to help in answering questions.					
304 - I can record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.					
305 - I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.					




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Science Curriculum Learning Map: N3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics - Seasons, Earth and Space, Light, Electricity Working Scientifically,	Physics - Forces and Motion, Sound Waves, Working Scientifically	Working Scientifically, Chemistry - Materials and Rocks	Working Scientifically, Chemistry - states of matter	Working Scientifically, Biology - Plants, Living things and their habitats	Working Scientifically, Biology, Animals Including Humans, Evolution, inheritance and genetics
300 - I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. (YR5)		306 - I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. (YR5)		305 - I can describe the main functions of organs of plants. (YR5)	308 - I can describe the changes as humans develop from birth to old age. (YR5)
301 - I can describe the movement of the Moon relative to the Earth. (YR5)		307 - I can suggest how a known mixture might be separated. (YR5)		304 - I can recognise that environments can change and that this can sometimes pose dangers to living things. (YR5)	309 - I can identify how plants and animals, including humans, resemble their parents in many features. (YR5)
302 - I can describe the Sun, Earth and Moon as approximately spherical bodies. (YR5)		308 - I can use knowledge about separation techniques and reversible and irreversible changes to make predictions about whether other simple changes are reversible or not. (YR5)		305 - I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (YR5)	310 - I recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (YR5)
303 - I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. (YR5)		309 - I can use knowledge of solids, liquids and gases to decide how mixtures might be separated. (YR5)		306 - I can describe the life process of reproduction in some plants and animals. (YR5)	311 - I can describe the life process of reproduction in some plants and animals. (YR5)
		310 - I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. (YR5)			312 - I can describe the life cycles common to a variety of animals, including humans (YR5)
		311 - I can classify changes as reversible and irreversible. (YR5)			



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	312 - I can demonstrate that dissolving, melting and changes of state are reversible changes. (YR5)		
	313 - I can describe some simple methods of separating mixtures, where the separate components are visible or can be felt. (YR5)		
	314 - I can describe some methods of separating mixtures where a more complex technique is used. (YR5)		
306 - I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.			
307 - I can identify differences, similarities or changes related to simple scientific ideas and processes.			

Science Curriculum Learning Map: N4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2 Note: This term should be used to revisit any areas of difficulty.
Physics - Seasons, Earth and Space, Light, Electricity Working Scientifically,	Physics - Forces and Motion, Sound Waves, Working Scientifically	Working Scientifically, Chemistry - Materials and Rocks	Working Scientifically, Chemistry - states of matter	Working Scientifically, Biology - Plants, Living things and their habitats	Working Scientifically, Biology, Animals Including Humans, Evolution, inheritance and genetics
306 - I can recognise that light appears to travel in straight lines. (YR6)		Increase generalisation, fluency, independence and maintenance of previously learnt skills		307 - I can explain that different organisms are found in different habitats due to differences in environmental factors. (YR6)	300 - I can describe how adaptation leads to evolution. (YR6)
307 - I can 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. (YR6)					301 - I recognise how and why the human skeleton has changed over time, since humans separated from other primates. (YR6)
308 - I can 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. (YR6)					313 - I can explain the importance of hygiene to protect the body against disease and infection. (YR5/6)
309 - I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. (YR6)					314 - I can explain the classification of living things into broad groups based on



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			similarities and differences. (YR6)
			315 - I can explain the functions of the heart, blood vessels and blood. (YR6)
			316 - I can identify and name the main parts of the human circulatory system. (YR6)
			317 - I recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions. (YR6)
308 - Using straightforward scientific evidence, I can answer questions and justify my findings.			