

## Progressive Science Curriculum

Foundation Stage - Understanding the World	Year One - Science	Year Two - Science
<p><b>People and communities</b></p> <ul style="list-style-type: none"> <li>Shows interest in the lives of people who are familiar to them.</li> <li>Remembers and talks about significant events in their own experience.</li> <li>Recognises and describes special times or events for family or friends.</li> <li>Shows interest in different occupations and ways of life.</li> <li>Knows about some of the similarities and differences in relation to friends or family.</li> <li>Enjoys joining in with family customs and routines.</li> <li><b>Children talk about past and present events in their own lives and in the lives of family members.</b></li> <li><b>They know that other children don't always enjoy the same things, and are sensitive to this.</b></li> <li><b>They know about similarities and differences between themselves and others, and among families, communities and traditions.</b></li> </ul> <p><b>The world</b></p> <ul style="list-style-type: none"> <li>Enjoys playing with small-world models such as a farm, a garage, or a train track.</li> <li>Notices detailed features of objects in their environment.</li> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> </ul>	<p><b>Working Scientifically within Key Stage One Knowledge</b></p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Identifying and classifying.</li> <li>Using their observations and ideas to suggest answers to questions</li> </ul> <p><b>Practical</b></p> <ul style="list-style-type: none"> <li>Gathering and recording data to help in answering questions.</li> <li>Observing closely, using simple equipment.</li> <li>Performing simple tests.</li> </ul> <p>(Pupils should read and spell scientific vocabulary at a level consistent with their increasing word and spelling knowledge at KS1)</p>	
	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild &amp; garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds &amp; mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds &amp; mammals, including pets).</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>

<ul style="list-style-type: none"> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>• <b>Children know about similarities and differences in relation to places, objects, materials and living things.</b></li> <li>• <b>They talk about the features of their own immediate environment and how environments might vary from one another.</b></li> <li>• <b>They make observations of animals and plants and explain why some things occur, and talk about changes.</b></li> </ul> <p><b>Technology</b></p> <ul style="list-style-type: none"> <li>• Seeks to acquire basic skills in turning on and operating some ICT equipment.</li> <li>• Operates mechanical toys, e.g. turns the knob on a wind-up toy or pulls back on a friction car.</li> <li>• Knows how to operate simple equipment e.g. turns on CD player and uses remote control.</li> <li>• Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones.</li> <li>• Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.</li> <li>• Knows that information can be retrieved from computers.</li> <li>• Completes a simple program on a computer.</li> <li>• Uses ICT hardware to interact with age-appropriate computer software.</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b>Everyday materials</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses.</li> <li>• Find out how the shapes of solid objects made from some materials can be changes by squashing, bending, twisting &amp; stretching.</li> </ul> <p><b>Living things and habitats</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• Identify and name a variety of plants and animals in their habitats, including micro-habitats.</li> <li>• 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.</li> </ul>
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<ul style="list-style-type: none"><li>• <b>Children recognise that a range of technology is used in places such as home and schools. They select and use technology for particular purposes.</b></li></ul>		
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