

National Curriculum	Progression of Skills	WTS	GDS	Comments
Working Scientifically (re-visited throughout every Science area). Ask simple questions and recognise that they can be answered in different ways	Can ask simple questions			WTS – Can ask ‘why’ questions relevant to the subject area
	Can recognise that questions can be answered in different ways			
Working Scientifically Observe closely, using simple equipment	Can simply describe what they can see or what they notice			
	Can observe objects/environments/experiments closely			WTS – can say what has changed in simple language
	Can use simple equipment			
Working Scientifically Perform simple tests	Can use simple equipment to perform simple tests			
Working Scientifically Identify and classify	Can name and sort items			
	Can sort items into 2 or more categories given to them or chosen by them			

<p>Working Scientifically</p> <p>Use their observations and ideas to suggest answers to questions</p>	<p>Can suggest answers to questions using what they have found out or what they already know</p>			
<p>Working Scientifically</p> <p>Gather and record data to help in answering questions</p>	<p>Can gather and record data to help them to answer simple questions</p>			
<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p>Can identify and name a variety of common wild and garden plants (e.g. daisies, dandelions, oak, bluebell, sunflower, rose, grass, bramble, primrose).</p>			<p>SEND support – Pre-teach/visuals</p>
	<p>Identify some wild and garden plants in the surrounding area, including trees</p>			<p>SEND support – Pre-teach/visuals</p>
	<p>Can identify and name some deciduous (Horse Chestnut, Birch, Ash, Oak, Sycamore) and evergreen trees (Holly, Pine, Cedar, Willow) and can explain what these terms mean</p>			
<p>Plants</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p>	<p>Name and describe the basic structure of flowering plants (roots, leaves, stem, bud, petals, flower) and trees (roots, trunk, bark, branches, leaves).</p>			
<p>Animals, including humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>	<p>Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p>			

<p>Animals, including humans</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>			<p>WTS- support to understand the terms but can suggest animals that e.g. eat meat</p>
<p>Animals, including humans</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>			
<p>Animals, including humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Can identify, name, draw and label the basic parts of the human body (feet, legs, knees, arms, shoulders, elbows, hands, fingers, neck, head) and say which part of the body is associated with each sense.</p>			<p>Experience each sense</p>
<p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made</p>	<p>Can distinguish between an object and the material from which it is made (e.g. a chair is made from plastic).</p>			
<p>Everyday materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>	<p>Can Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p>			<p>GDS – can identify materials that are disguised</p>
<p>Everyday materials</p> <p>Describe the simple physical properties of a variety of everyday materials</p>	<p>Can describe the simple physical properties of a variety of everyday materials (e.g. hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent).</p>			

<p>Everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Can compare and group together a variety of everyday materials on the basis of their simple physical properties</p>			<p>GDS- can group materials for a purpose</p>
<p>Seasonal changes</p> <p>Observe changes across the four seasons</p>	<p>Can observe changes across the four seasons</p>			<p>Re-visit the same place during every season</p>
<p>Seasonal changes</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Can observe and describe weather associated with the seasons and how day length varies</p>			