





	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	Children know	Identify and	Observe and	Identify and describe	Recognise that	Describe the life	Describe how living
	about similarities	name a variety	describe how	the functions of	living things can	process of	things are classified
	and differences in	of common wild	seeds and bulbs	different parts of	be grouped in a	reproduction in	into broad groups
	relation to places,	and garden	grow into mature	flowering plants:	variety of ways.	some plants and	according to
	objects, materials	plants, including	plants.	roots, stem/trunk,	(Y4 - Living things	animals. (Y5 -	common observable
	and living things.	deciduous and	Find out and	leaves and flowers.	and their	Living things and	characteristics and
	They talk about the	evergreen trees.	describe how	Explore the	habitats)	their habitats)	based on similarities
	features of their	Identify and	plants need	requirements of plants	Explore and use		and differences,
	own immediate	describe the	water, light and a	for life and growth	classification keys		including micro-
	environment and	basic structure	suitable	(air, light, water,	to help group,		organisms, plants
	how environments	of a variety of	temperature to	nutrients from soil,	identify and name		and animals. (Y6 -
	might vary from	common	grow and stay	and room to grow)	a variety of living		Living things and
	one another. They	flowering	healthy.	and how they vary	things in their		their habitats)
	make observations	plants, including	Identify and	from plant to plant.	local and wider		Give reasons for
	of animals and	trees.	name a variety of	Investigate the way in	environment. (Y4		classifying plants an
	plants and explain		plants and	which water is	- Living things and		animals based on
	why some things		animals in their	transported within	their habitats)		specific
	occur and talk		habitats,	plants.	Recognise that		characteristics. (Y6 -
	about changes		including	Explore the part that	environments can		Living things and
			microhabitats.	flowers play in the life	change and that		their habitats)
			(Y2 - Living things	cycle of flowering	this can		
			and their	plants, including	sometimes pose		
			habitats)	pollination, seed	dangers to living		
				formation and seed	things. (Y4 - Living		
				dispersal.	things and their		
					habitats)		







	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living	Children know	Identify and name a variety	Explore and compare the	Explore the	Recognise that	Describe the	Describe how living
things and	about similarities	of common wild and garden	differences between	part that	living things can	differences in	things are classified
their	and differences in	plants, including deciduous	things that are living,	flowers play	be grouped in a	the life cycles of	into broad groups
habitats	relation to places,	and evergreen trees. (Y1 -	dead, and things that	in the life	variety of ways.	a mammal, an	according to
	objects, materials	Plants)	have never been alive.	cycle of	Explore and use	amphibian, an	common observable
	and living things.	Identify and describe the	Identify that most living	flowering	classification keys	insect and a	characteristics and
	They talk about	basic structure of a variety of	things live in habitats to	plants,	to help group,	bird.	based on similaritie
	the features of	common flowering plants,	which they are suited and	including	identify and name	Describe the life	and differences,
	their own	including trees. (Y1 - Plants)	describe how different	pollination,	a variety of living	process of	including
	immediate	Identify and name a variety	habitats provide for the	seed	things in their	reproduction in	microorganisms,
	environment and	of common animals	basic needs of different	formation	local and wider	some plants and	plants and animals.
	how	including fish, amphibians,	kinds of animals and	and seed	environment.	animals.	Give reasons for
	environments	reptiles, birds and mammals.	plants, and how they	dispersal. (Y3	Recognise that		classifying plants a
	might vary from	(Y1 - Animals including	depend on each other.	- Plants)	environments can		animals based on
	one another.	humans)	Identify and name a		change and that		specific
	They make	Identify and name a variety	variety of plants and		this can		characteristics.
	observations of	of common animals that are	animals in their habitats,		sometimes pose		
	animals and	carnivores, herbivores and	including microhabitats.		dangers to living		
	plants and explain	omnivores. (Y1 - Animals	Describe how animals		things.		
	why some things	including humans)	obtain their food from		Construct and		
	occur and talk	Describe and compare the	plants and other animals,		interpret a variety		
	about changes.	structure of a variety of	using the idea of a simple		of food chains,		
		common animals (fish,	food chain, and identify		identifying		
		amphibians, reptiles, birds	and name different		producers,		
		and mammals, including	sources of food.		predators and		
		pets). (Y1 –	Notice that animals,		prey. (Y4 -		
		Animals, including humans)	including humans, have		Animals, including		
		Observe changes across the	offspring which grow into		humans)		
		four seasons. (Y1 - Seasonal	adults. (Y2 - Animals				
		change)	including humans)				







-	EYFS	Year 1	Year 2	Year 3		Year 4	Year 5	within our Science curriculum Year 6
Animals inc	Children know	Identify and name a	Notice that	Identify that	Describ	be the simple	Describe the	Identify and name the main
humans	about similarities	variety of common	animals, including	animals,		ons of the	changes as	parts of the human
	and differences in	animals including	humans, have	including		arts of the	humans develop	circulatory system, and
	relation to places,	fish, amphibians,	offspring which	humans, need	•	ve system in	to old age.	describe the functions of the
	objects, materials	reptiles, birds and	grow into adults.	the right types	human	•	Describe the	heart, blood vessels and
	and living things.	mammals.	Find out about and	and amount of	Identif		differences in the	blood.
	They talk about	Identify and name a	describe the basic	nutrition, and		nt types of	life cycles of a	Recognise the impact of diet,
	the features of	variety of common	needs of animals,	that they		n humans	mammal, an	exercise, drugs and lifestyle
	their own	animals that are	including humans,	cannot make	and the	eir simple	amphibian, an	on the way their bodies
	immediate	carnivores,	for survival (water,	their own food;	functio	•	insect and a bird.	function.
	environment and	herbivores and	food and air).	they get	Constr	uct and	(Y5 - Living things	Describe the ways in which
	how	omnivores.	Describe the	nutrition from	interpr	et a variety	and their	nutrients and water are
	environments	Describe and	importance for	what they eat.	of food	d chains,	habitats)	transported within animals,
	might vary from	compare the	humans of	Identify that	identif	ying	Describe the life	including humans.
	one another.	structure of a variety	exercise, eating the	humans and	produc	cers,	process of	Describe how living things
	They make	of common animals	right amounts of	some other	predat	ors and	reproduction in	are classified into broad
	observations of	(fish, amphibians,	different types of	animals have	prey.		some plants and	groups according to common
	animals and	reptiles, birds and	food, and hygiene.	skeletons and			animals. (Y5 -	observable characteristics
	plants and explain	mammals, including		muscles for			Living things and	and based on similarities and
	why some things	pets).		support,			their habitats)	differences, including micro-
	occur and talk	Identify, name, draw		protection and				organisms, plants and
	about changes.	and label the basic		movement.				animals. (Y6 - Living things
		parts of the human						and their habitats)
		body and say which						Give reasons for classifying
		part of the body is						plants and animals based on
		associated with each						specific characteristics. (Y6 -
		sense.						Living things and their
								habitats)







Progression	in Science Knowledge	e- Statements in red are	linked with other Scie	nce topics. Stateme	ents in green are linked	l to additional units v	vithin our Science curriculum
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal	Children know	Observe changes	Describe the	Recognise that		Use the idea of	
Changes	about similarities	across the four	changes that take	light from the		the Earth's	
	and differences in	seasons.	place in vegetation	sun can be		rotation to	
	relation to places,	Observe and	and animal life in a	dangerous and		explain day and	
	objects, materials	describe weather	habitat and a	that there are		night and the	
	and living things.	associated with the	micro-habitat	ways to protect		apparent	
	They talk about	seasons and how day	across the four	their eyes. (Y3 -		movement of the	
	the features of	length varies.	seasons (Additional	Light)		Sun across the	
	their own		unit)			sky. (Y5 - Earth	
	immediate					and space)	
	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.						







	EYFS	Year 1	Year 2	Year 3	Year 4	nked to additional units within our Sci Year 5	Year 6
Materials	Children know	Distinguish	Identify and	Compare and	Compare and	Compare and group together	Tear o
iviateriais	about similarities	between an	compare the	·	•	everyday materials on the basis of	
			•	group together	group materials		
	and differences in	object and the	suitability of a	different kinds of	together, according	their properties, including their	
	relation to places,	material from	variety of	rocks on the basis	to whether they	hardness, solubility, transparency,	
	objects, materials	which it is made.	everyday	of their appearance	are solids, liquids	conductivity (electrical and	
	and living things.	Identify and	materials,	and simple physical	or gases.	thermal), and response to	
	They talk about	name a variety of	including	properties. (Y3 -	Observe that some	magnets.	
	the features of	everyday	wood, metal,	Rocks)	materials change	Know that some materials will	
	their own	materials,	plastic, glass,	Describe in simple	state when they	dissolve in liquid to form a solution,	
	immediate	including wood,	brick, rock,	terms how fossils	are heated or	and describe how to recover a	
	environment and	plastic, glass,	paper and	are formed when	cooled, and	substance from a solution.	
	how	metal, water, and	cardboard for	things that have	measure or	Use knowledge of solids, liquids	
	environments	rock.	particular	lived are trapped	research the	and gases to decide how mixtures	
	might vary from	Describe the	uses.	within rock. (Y3 -	temperature at	might be separated, including	
	one another.	simple physical	Find out how	Rocks)	which this happens	through filtering, sieving and	
	They make	properties of a	the shapes of	Notice that some	in degrees Celsius	evaporating.	
	observations of	variety of	solid objects	forces need	(°C).	Give reasons, based on evidence	
	animals and	everyday	made from	contact between	Identify the part	from comparative and fair tests, for	
	plants and explain	materials.	some	two objects, but	played by	the particular uses of everyday	
	why some things	Compare and	materials can	magnetic forces	evaporation and	materials, including metals, wood	
	occur and talk	group together a	be changed by	can act at a	condensation in	and plastic.	
	about changes.	variety of	squashing,	distance. (Y3 -	the water cycle and	Demonstrate that dissolving,	
		everyday	bending,	Forces and	associate the rate	mixing and changes of state are	
		materials on the	twisting and	magnets)	of evaporation with	reversible changes.	
		basis of their	stretching.	,	temperature.	Explain that some changes result in	
		simple physical			•	the formation of new materials,	
		properties.				and that this kind of change is not	
		1 1				usually reversible, including	
						changes associated with burning	
						and the action of acid on	
						bicarbonate of soda.	







	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocks	Children know	Distinguish between an	Identify and	Compare and			Recognise that living
	about similarities	object and the material	compare the	group together			things have changed
	and differences in	from which it is made. (Y1	suitability of a	different kinds of			over time and that
	relation to places,	- Everyday materials)	variety of	rocks on the basis			fossils provide
	objects, materials	Identify and name a	everyday	of their appearance			information about living
	and living things.	variety of everyday	materials,	and simple physical			things that inhabited
	They talk about	materials, including	including wood,	properties.			the Earth millions of
	the features of	wood, plastic, glass,	metal, plastic,	Describe in simple			years ago. (Y6 -
	their own	metal, water, and rock.	glass, brick,	terms how fossils			Evolution and
	immediate	(Y1 - Everyday materials)	rock, paper and	are formed when			inheritance)
	environment and	Describe the simple	cardboard for	things that have			
	how	physical properties of a	particular uses.	lived are trapped			
	environments	variety of everyday	(Y2 - Uses of	within rock.			
	might vary from	materials. (Y1 - Everyday	everyday	Recognise that soils			
	one another.	materials)	materials)	are made from			
	They make	Compare and group		rocks and organic			
	observations of	together a variety of		matter.			
	animals and	everyday materials on the					
	plants and explain	basis of their simple					
	why some things	physical properties. (Y1 -					
	occur and talk	Everyday materials)					
	about changes.						







	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	vithin our Science curriculum Year 6
Light	Children know	Identify, name, draw		Recognise that they	. ca		Recognise that light appears
J	about similarities	and label the basic		need light in order to			to travel in straight lines.
	and differences in	parts of the human		see things and that dark			Use the idea that light
	relation to places,	body and say which		is the absence of light.			travels in straight lines to
	objects, materials	part of the body is		Notice that light is			explain that objects are seen
	and living things.	associated with each		reflected from surfaces.			because they give out or
	They talk about	sense. (Y1 -		Recognise that light			reflect light into the eye.
	the features of	Animals, including		from the sun can be			Explain that we see things
	their own	humans)		dangerous and that			because light travels from
	immediate			there are ways to			light sources to our eyes or
	environment and			protect their eyes.			from light sources to objects
	how			Recognise that shadows			and then to our eyes.
	environments			are formed when the			Use the idea that light
	might vary from			light from a light source			travels in straight lines to
	one another.			is blocked by an opaque			explain why shadows have
	They make			object.			the same shape as the
	observations of			Find patterns in the way			objects that cast them.
	animals and			that the size of shadows			
	plants and explain			change.			
	why some things						
	occur and talk						
1	about changes.						







Progressio	rogression in Science Knowledge- Statements in red are linked with other Science topics. Statements in green are linked to additional units within our Science curriculum									
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6			
Forces	Children know		Find out how the	Compare how things move		Explain that				
	about similarities		shapes of solid	on different surfaces.		unsupported objects				
	and differences in		objects made	Notice that some forces		fall towards the Earth				
	relation to places,		from some	need contact between two		because of the force				
	objects, materials		materials can be	objects, but magnetic forces		of gravity acting				
	and living things.		changed by	can act at a distance.		between the Earth				
	They talk about		squashing,	Observe how magnets		and the falling object.				
	the features of		bending, twisting	attract or repel each other		Identify the effects of				
	their own		and stretching.	and attract some materials		air resistance, water				
	immediate		(Y2 -	and not others.		resistance and friction				
	environment and		Uses of everyday	Compare and group together		that act between				
	how		materials)	a variety of everyday		moving surfaces.				
	environments			materials on the basis of		Recognise that some				
	might vary from			whether they are attracted		mechanisms, including				
	one another.			to a magnet, and identify		levers, pulleys and				
	They make			some magnetic materials.		gears, allow a smaller				
	observations of			Describe magnets as having		force to have a greater				
	animals and			two poles.		effect.				
	plants and explain			Predict whether two						
	why some things			magnets will attract or repel						
	occur and talk			each other, depending on						
	about changes			which poles are facing.						







Progressio	n in Science Knowledge	e- Statements in red are	linked with other Scie	nce topics. Stateme	ents in green are linked to a	dditional units withir	our Science curriculum
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sound	Children know	Identify, name, draw			Identify how sounds are		
	about similarities	and label the basic			made, associating some		
	and differences in	parts of the human			of them with something		
	relation to places,	body and say which			vibrating.		
	objects, materials	part of the body is			Recognise that		
	and living things.	associated with each			vibrations from sounds		
	They talk about	sense. (Y1 -			travel through a		
	the features of	Animals, including			medium to the ear.		
	their own	humans)			Find patterns between		
	immediate				the pitch of a sound and		
	environment and				features of the object		
	how				that produced it.		
	environments				Find patterns between		
	might vary from				the volume of a sound		
	one another.				and the strength of the		
	They make				vibrations that		
	observations of				produced it.		
	animals and				Recognise that sounds		
	plants and explain				get fainter as the		
	why some things				distance from the sound		
	occur and talk				source increases.		
	about changes.						







	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity	Children know				Identify common appliances		Associate the brightness of a
	about similarities				that run on electricity.		lamp or the volume of a
	and differences in				Construct a simple series		buzzer with the number and
	relation to places,				electrical circuit, identifying		voltage of cells used in the
	objects, materials				and naming its basic parts,		circuit.
	and living things.				including cells, wires, bulbs,		Compare and give reasons
	They talk about				switches and buzzers.		for variations in how
	the features of				Identify whether or not a lamp		components function,
	their own				will light in a simple series		including the brightness of
	immediate				circuit, based on whether or		bulbs, the loudness of
	environment and				not the lamp is part of a		buzzers and the on/off
	how				complete loop with a battery.		position of switches.
	environments				Recognise that a switch opens		Use recognised symbols
	might vary from				and closes a circuit and		when representing a simple
	one another.				associate this with whether or		circuit in a diagram.
	They make				not a lamp lights in a simple		
	observations of				series circuit.		
	animals and				Recognise some common		
	plants and explain				conductors and insulators, and		
	why some things				associate metals with being		
	occur and talk				good conductors.		
	about changes.						







Progression i	n Science Knowledge	e- Statements in red are linked w	vith other Science topics	. Statements in gr	reen are linked to	additional units within ou	r Science curriculum
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and	Children know	Observe changes across the	Describe the changes			Describe the	
space	about similarities	four seasons. (Y1 - Seasonal	that take place in			movement of the	
	and differences in	changes)	vegetation and			Earth, and other	
	relation to places,	Observe and describe	animal life in a			planets, relative to the	
	objects, materials	weather associated with the	habitat and a micro-			Sun in the solar	
	and living things.	seasons and how day length	habitat across the			system.	
	They talk about	varies. (Y1 - Seasonal	four seasons			Describe the	
	the features of	changes)	(Additional unit)			movement of the	
	their own					Moon relative to the	
	immediate					Earth.	
	environment and					Describe the Sun,	
	how					Earth and Moon as	
	environments					approximately	
	might vary from					spherical bodies.	
	one another.					Use the idea of the	
	They make					Earth's rotation to	
	observations of					explain day and night	
	animals and					and the apparent	
	plants and explain					movement of the sun	
	why some things					across the sky.	
	occur and talk						
	about changes.						







Progression	n Science Knowledge- State	ements in red are link	ed with other Science topics	. Statements in gr	een are linked to	additional units wit	thin our Science curriculum
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evolution	Children know about		Identify that most living	Describe in	Recognise that		Recognise that living things
and	similarities and		things live in habitats to	simple terms	environments		have changed over time
inheritance	differences in relation		which they are suited and	how fossils are	can change		and that fossils provide
	to places, objects,		describe how different	formed when	and that this		information about living
	materials and living		habitats provide for the	things that	can		things that inhabited the
	things. They talk about		basic needs of different	have lived are	sometimes		Earth millions of years ago.
	the features of their		kinds of animals and	trapped within	pose dangers		Recognise that living things
	own immediate		plants, and how they	rock. (Y3 -	to living		produce offspring of the
	environment and how		depend on each other.	Rocks)	things. (Y4 -		same kind, but normally
	environments might		(Y2 - Living things and		Living things		offspring vary and are not
	vary from one another.		their habitats)		and their		identical to their parents.
	They make observations				habitats)		Identify how animals and
	of animals and plants						plants are adapted to suit
	and explain why some						their environment in
	things occur and talk						different ways and that
	about changes.						adaptation may lead to
							evolution.