ST CECILIA'S CATHOLIC INFANT & NURSERY SCHOOL

INTENT:

St Cecilia's science education will provide the foundations for understanding the world. Science changes our lives and is vital to the world's future prosperity. Pupils will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building key foundational knowledge and concepts, our children will be encouraged to ask questions and develop the skills to find answers, whilst developing a sense of excitement and curiosity about the world around them.

PROGRESSION – SCIENCE

Early Learning Goal

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.

	Year 1	Year 2
PLANTS	Pupils should be taught to: • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including	• observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
ANIMALS, INCLUDING HUMANS	• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	• notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
LIVING THINGS AND HABITATS		• explore and compare the difference between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are

		suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro-habitats • 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
SEASONAL CHANGE	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies	
MATERIALS	• distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
WORKING SCIENTIFICALLY	• observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions • identify and classify	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • gather, record, classify and present data in a variety of ways to help in answering questions • identify differences, similarities or changes related to simple scientific ideas and processes • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

		• use straightforward scientific evidence to answer questions or to support their findings