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| **High Ercall Primary School**  **Progression in Science** | | | | | |
| **Date: April 2024 (updated to use from September due to change of scheme)** | | **Subject Lead: J Wallace** | | **Review: September 2026** | |
| **Curriculum Intent:** At High Ercall Primary School we recognise the importance of Science in every aspect of daily life and encourage children to be inquisitive throughout their time at school and beyond. We want children to develop an enthusiasm and enjoyment of scientific learning, and discovery, and to build upon their resilience and problem solving skills. (See intent statement for further details). | | | | | |
| **Curriculum Targets:** We follow the National Curriculum expectations for Science and expect that our pupils will have met, or exceeded, the expected standards for Year 6 pupils. The ‘White Rose’ scheme of work is used to deliver lessons across school. As the pupils progress through school we expect them to be able to understand the ‘Scientific Method’ for carrying out investigations and to be able to use different types of enquiry in order to answer questions. They should have acquired knowledge about the world around them and be able to ‘work scientifically’, using cross-curricular learning. They should be curious and respectful of our universe and ready for the transition to Key Stage 3. | | | | | |
| **Links with reading and writing** | Reading age-appropriate information linked to the topic and researching as part of scientific enquiry. | | **Links to school key drivers** | | **Resilience:** Children may have to repeat investigations or look for reasons why they didn’t work as expected.  They are encouraged to keep trying and use what they know when making predictions and writing conclusions. |
| Writing to record information/ research or writing up predictions, conclusions and evaluations as part of the investigation process. | |
| **Outdoor Learning:** Forest school and the outdoors will be used, where suitable, with termly outdoor lessons planned in for KS1. Topics like plants and animals lend themselves well to being taught outdoors. |
| Writing for different purposes (planning, predictions, recording results, research etc). | |
| High expectations of class teacher, including all taught grammatical and feature techniques to be included in work. | | **Diversity:** Gender stereotypes are addressed through use of resources and pictures and different careers involving science are discussed with children of all ages. |
| **See individual White Rose lesson plans for vocabulary relating to each topic for each year group.** | | | | | |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Materials, Rocks, States of matter** | **Understanding the world**   * Understand some important processes and changes in the natural world around them, including the seasons and **changing states of matter.** * Talk about the differences between materials and changes they notice. | **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   Autumn 3 | * + 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   Autumn 3 | **Rocks**   * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties * describe in simple terms how fossils are formed when things that have lived are trapped within rock * recognise that soils are made from rocks and organic matter   Autumn 5  Spring 1, Spring 2 | **States of matter**   * compare and group materials together, according to whether they are solids, liquids or gases * observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) * identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature   Autumn 3 | **Mixtures & reactions. Properties and changes of materials**   * compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes * explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda   Spring 1, Summer 2 |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | | **Year 4** | | **Year 5** | **Year 6** |
| **Animals, including humans** | **PSED**   * Know and talk about the different factors that support their overall health and wellbeing: * -regular physical activity * -healthy eating * -tooth brushing * -sensible amounts of ‘screen time’ * -having a good sleep routine * -being a safe pedestrian * **PSED - Managing self** * Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.   **Understanding the world**   * Explore the natural world around them, making observations and drawing pictures of animals and plants | • 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  Autumn, 1 Spring 2 | • 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  Autumn 1, Autumn 2  Spring 2  Summer 2, Summer 4 | • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  • Identify that humans and some other animals have skeletons and muscles for support, protection and movement  Autumn 1, Autumn 2,  Autumn 3 | • Describe the simple  functions of the  basic parts of the  digestive system in  humans  • Identify the  different types of  teeth in humans  and their simple  functions  • Construct and  interpret a variety  of food chains,  identifying  producers,  predators and prey  Summer 4, Summer 5 | | • Describe the  changes as humans  develop to old age  Spring 2 | | • Identify and name  the main parts of  the human  circulatory system,  and describe the  functions of the  heart, blood vessels  and blood  • Recognise the  impact of diet,  exercise, drugs and  lifestyle on the way  their bodies  function  • Describe the ways  in which nutrients  and water are  transported within  animals, including  humans  Summer 3, Summer 4 |

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|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Living things & their habitats** |  |  | **Living things and their habitats**   * explore and compare the differences 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 for 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 microhabitats * 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   Spring 2, Summer 2, Summer 4 |  | **Living things & their habitats**   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things   Autumn 1, Autumn 2, Spring 2,  Summer 1, Summer 2 | **Living things & their habitats**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals   Spring 3, Summer 1, Summer 4 | **Living things and their habitats**  •describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals  •give reasons for classifying plants and animals based on specific characteristics   Autumn 1 |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Seasonal change** | **Understanding the world**   * Explore the natural world around them, making observations and drawing pictures of animals and plants. * Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. * Understand some important processes and changes in the natural world around them, including the seasons. * Describe what they see, hear and feel outside. | **Seasonal Change**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies   Autumn 2, Autumn 4, Spring 4, Summer 4 |  |  |  |  |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Plants** |  | **Plants**   * 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 trees   Spring 1, Spring 5  Summer 1, Summer 2 | **Plants**   * 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   Spring 1, Spring 3  Summer 1, Summer 3 | **Plants**   * Pupils should be taught to: * identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers * explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant * investigate the way in which water is transported within plants * explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal   Summer 1, Summer 4 |  |  |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Electricity** |  |  |  |  | **Electricity**   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers * identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery * recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit * •recognise some common conductors and insulators, and associate metals with being good conductors   Spring 3 |  | **Electricity**   * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches * use recognised symbols when representing a simple circuit in a diagram   Autumn 2 |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Forces and Magnets** |  |  |  | **Magnets**   * compare how things move on different surfaces * notice that some forces need contact between 2 objects, but magnetic forces can act at a distance * observe how magnets attract or repel each other and attract some materials and not others * compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials * describe magnets as having 2 poles * predict whether 2 magnets will attract or repel each other, depending on which poles are facing   Summer 2, Summer 3 |  | **Forces**   * explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object * identify the effects of air resistance, water resistance and friction, that act between moving surfaces * recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect   Autumn 1 |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Light** |  |  |  | **Light**   * recognise that they need light in order to see things and that dark is the absence of light * notice that light is reflected from surfaces * recognise that light from the sun can be dangerous and that there are ways to protect their eyes * recognise that shadows are formed when the light from a light source is blocked by a solid object * find patterns in the way that the size of shadows change   Spring 3 |  |  | **Light**   * recognise that light travels in straight lines * 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 * 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 * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them   Spring 1 |

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|  | EYFS | Year 1 | Year 2 | Years 3 | Year 4 | Year 5 | Year 6 |
| **Sound** |  |  |  |  | **Sound**   * identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases   Spring 1 |  |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Earth and Space** |  |  |  |  |  | **Earth and Space**   * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies   use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky  Autumn 2 |  |

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|  | **EYFS** | **Year 1** | **Year 2** | **Years 3** | **Year 4** | **Year 5** | **Year 6** |
| **Evolution and inheritance** |  |  |  |  |  |  | Evolution and inheritance   * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution   Summer 1, Summer 2, Summer 3 |

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|  | **EYFS** | **Year1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Animals Including Humans** |  |  |  |  |  |  |  |
| **Plants** |  |  |  |  |  |  |  |
| **Living Things and Their Habitats** |  |  |  |  |  |  |  |
| **Evolution and Inheritance** |  |  |  |  |  |  |  |
| **Seasonal Changes** |  |  |  |  |  |  |  |
| **Forces** |  |  |  |  |  |  |  |
| **Light** |  |  |  |  |  |  |  |
| **Sound** |  |  |  |  |  |  |  |
| **Earth and Space** |  |  |  |  |  |  |  |
| **Electricity** |  |  |  |  |  |  |  |
| **Materials** |  |  |  |  |  |  |  |