



## Science Progression

Topic	Reception	Year 1		Year 2	
		I Can Statements	Lesson Objectives	I Can Statements	Lesson Objectives
Plants	<p><i>From Living Things and their Habitats: Explore the natural world around them.</i></p> <p><i>Describe what they see, hear and feel whilst outside.</i></p> <p><i>Recognise some environments that are different to the one in which they live.</i></p> <p><i>From Seasonal Changes: Understand the effect of changing seasons on the natural world around them.</i></p>	<p>I can identify: Deciduous trees: oak, sycamore, birch</p> <p>Plants in our area: Daffodil, daisy, dandelion, tulip etc.</p> <p>Coniferous plants: fir, pine.</p> <p>I can label the basic parts of a plant. (leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem)</p>	<p>I can identify deciduous trees and coniferous trees and <b>sort them using tables and sorting rings.</b></p> <p>I can <b>identify</b> different plants in our area: Daffodil, daisy, dandelion, tulip etc.</p> <p>I can <b>identify</b> the basic parts of a plant. (leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem)</p> <p>I can <b>sort</b> the different leaves on our walk and <b>use pictograms</b> to show how many of each type. (Big Question)</p> <p>I can <b>find patterns</b> between the size of the tree and which leaves fall first. (Big Question)</p> <p>I can <b>compare</b> which trees have the biggest leaves and <b>record my findings using non-standard units.</b></p> <p>I can observe how my sunflower <b>changes over time.</b></p> <p>I can help <b>plan an investigation</b> to <b>compare</b></p>	<p>I can describe how seeds and bulbs grow into plants.</p> <p>I can say why plants need water light and heat to grow and stay healthy</p> <p><i>From Living things and their habitats: I can talk about different plants in their habitats</i></p>	<p>I can describe how seeds and bulbs grow into plants.</p> <p>I can investigate what a plant needs to grow healthily and <b>predict</b> what will happen.</p> <p>I can help <b>plan an investigation</b> about cress seed growth and <b>observe the growth over time.</b> (Big Question)</p>

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			<p>which compost grows the best sunflowers.</p> <p>I can <b>record my observations by measuring and comparing.</b></p>		
<p><b>Animals, including humans</b></p>	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>I can identify some common: Fish Amphibians Reptiles Birds Mammals I can name some that are carnivores, herbivores, and omnivores.</p> <p>I can spot the differences between, fish, amphibians, reptiles, birds and mammals.</p> <p>I can say which animals are kept as pets.</p> <p>I can label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</p>	<p>I can <b>identify and classify</b> some common animals: Fish, Amphibians, Reptiles, Birds, Mammals.</p> <p>I can name some of these that are carnivores, herbivores, and omnivores and which are kept as pets.</p> <p>I can <b>identify</b> the differences between, fish, amphibians, reptiles, birds and mammals.</p> <p>I can <b>identify and classify</b> all the main parts of my body. (Big Question)</p> <p>I can <b>research</b> animals from different countries. (Big Question)</p> <p>I can <b>identify and classify</b> some different: Fish Amphibians Reptiles Birds Mammals (Big Question)</p> <p><b>I can ask simple questions</b> to spot the differences between, fish, amphibians, reptiles, birds, and mammals from different parts of the world.</p>	<p>I can say that animals have offspring and grow over time.</p> <p>I can describe different habitats of animals.</p> <p>I can say what animals need to survive and that habitats provide them.</p> <p>I know the names of different animals young.</p> <p>I can show the importance of exercise.</p> <p>I can describe why a healthy diet is important.</p> <p>I can say why hygiene is important.</p> <p><i>From Living things and their habitats: I can say different food sources of various animals</i></p> <p><i>I can say how a food chain works.</i></p>	<p>I know the names of different animals young and know that they grow over time.</p> <p>I can <b>identify</b> animals to their offspring. (Big Question)</p> <p>I can say what animals need to survive and that habitats provide them.</p> <p>I can describe why a healthy diet is important. (Big Question)</p> <p>I can show the importance of exercise and hygiene.</p> <p>I can record my water intake <b>using tally charts and block graphs.</b> (Big Question)</p>

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			I can identify the different features of animals to compare and classify them.		
<p><b>Living things and their Habitats</b></p>	<p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p><i>From Plants:</i> I can identify: <i>Deciduous trees: oak, sycamore, birch</i></p> <p><i>Plants in our area: Daffodil, daisy, dandelion, tulip etc.</i></p> <p><i>Coniferous plants: fir, pine.</i></p> <p><i>I can label the basic parts of a plant.</i> <i>(leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk,</i></p> <p><i>From Animals including Humans:</i> I can identify some common: <i>Fish</i> <i>Amphibians</i> <i>Reptiles</i> <i>Birds</i> <i>Mammals</i> I can name some that are <i>carnivores, herbivores, and omnivores.</i></p> <p><i>I can spot the differences between, fish, amphibians, reptiles, birds and mammals.</i></p> <p><i>From Seasonal Changes:</i> I can describe the differences between each season</p>		<p>I can say the differences between something that is living, things that are no longer alive and things that have never been alive.</p> <p>I can show how different habitats provide for different animals and plants.</p> <p>I can describe how different animals and plants depend on each other.</p> <p>I can say different food sources of various animals</p> <p>I can say how a food chain works.</p> <p>I can describe micro-habitats</p> <p>I can talk about different plants in their habitats</p> <p>I can talk about different animals and their habitats</p> <p><i>From Animals including Humans</i></p>	<p>I can say the differences and similarities between something that is living, things that are no longer alive and things that have never been alive.</p> <p>I can describe habitats and their relationship with the animals that live in them.</p> <p>I can describe micro-habitats.</p> <p>I can <b>group</b> plants and animals based on their habitat (Big Question)</p> <p>I can say different food sources of various animals and describe how a food chain works.</p> <p>I can <b>research</b> different habitats and say which animals would live there.</p> <p>I can investigate where woodlice prefer to live. (Big Question) I can investigate a worm's favourite habitat and <b>record using tally charts.</b> (Big Question)</p>

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				<i>I can say that animals have offspring and grow over time.</i>	
<b>Evolution and Inheritance</b>	<i>From Living Things and their Habitats:</i>  <i>Recognise some environments that are different to the one in which they live.</i>			<i>From Animals Including humans: I can say that animals have offspring and grow over time.</i>  <i>I can describe different habitats of animals.</i>  <i>I can say what animals need to survive and that habitats provide them.</i>	
<b>Seasonal Changes</b>	Explore the natural world around them.  Describe what they see, hear and feel whilst outside.  Understand the effect of changing seasons on the natural world around them.	I can describe the differences between each season  I can describe the weather in each season  I can describe day length in each season.  I know it is dangerous to look at the Sun.	I can describe the weather and day length in each season. I can describe how Summer is different to the other seasons.		
<b>Earth and Space</b>	Explore the natural world around them.  Describe what they see, hear and feel whilst outside.	<i>From Seasonal Changes:</i>  <i>I can describe day length in each season.</i>			
<b>Forces and Magnetism</b>	Explore the natural world around them.  Describe what they see, hear and feel whilst outside.			<i>From Everyday Materials:</i>  <i>I can describe how to change the shape of a solid.</i>	

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				(Squashing, bending, twisting and stretching.)	
<b>Rocks</b>	Explore the natural world around them.  Describe what they see, hear and feel whilst outside	<i>From Everyday Materials:</i>  <i>Tell you the difference between an object and what it is made from.</i>  <i>I can say the names of materials around school.</i>		<i>From Everyday Materials:</i>  <i>I can describe what different materials are used for. (wood, metal, plastic, glass, brick, rock, paper and cardboard)</i>	
<b>Materials</b>	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Tell you the difference between an object and what it is made from.  I can say the names of materials around school. (wood, plastic, glass, metal, water, and rock)  I can say some of the properties of these materials. (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent)  I can group material by their features.	I can tell you the difference between an object and what it is made from.  I can say the names of materials around school. (wood, plastic, glass, metal, water, and rock)  I can <b>sort and group</b> materials by their features and ask how things are <b>similar and different</b> .  I can <b>compare</b> which materials are the most flexible and <b>rank my results</b> . (Big Question)  I can observe how materials <b>change over time</b> when they are buried. (Big Question)  I can say describe some of the properties of materials. (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy;	I can describe what different materials are used for. (wood, metal, plastic, glass, brick, rock, paper and cardboard)  I can say why some objects can't be made from other materials.  I can describe how to change the shape of a solid. (squashing, bending, twisting and stretching.)	I can describe what different materials are used for. (wood, metal, plastic, glass, brick, rock, paper and cardboard)  I can make <b>predictions</b> about properties of materials and <b>sort my results using a table</b> .  I can say why some objects can and can't be made from other materials giving a simple explanation.  I can <b>classify</b> materials using their properties. (Big Question)  I can <b>compare</b> which materials would be best for a waterproof coat and <b>rank my results</b> . (Big Question)  I can <b>help plan</b> and complete a <b>comparative test, recording and ranking results</b> . (Big Question)  I can describe how to change the shape of a solid. (Squashing, bending, twisting and stretching.)

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			<p>waterproof/not waterproof; absorbent/not absorbent; opaque/transparent)</p> <p>I can help <b>plan an investigation</b> into absorbency and <b>measure, record and rank results.</b> (Big Question)</p> <p>I can <b>research</b> which materials can be recycled. (Big Question)</p>		<p>I can <b>find patterns</b> in the properties of materials. (Big Question)</p> <p>I can <b>observe closely over time</b> and <b>suggest new questions</b> from what I find out. (Big Question)</p>
<b>Sound</b>	Describe what they see, hear and feel whilst outside.	<p><i>From Animals Including Humans:</i></p> <p><i>I can label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</i></p>			
<b>Electricity</b>					
<b>Light</b>	Describe what they see, hear and feel whilst outside.	<p><i>From Animals Including Humans:</i></p> <p><i>I can label the basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</i></p> <p><i>From Everyday Materials:</i></p> <p><i>I can say some of the properties of these materials. (hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent)</i></p>			

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