



Onslow Infant School Science Skills Progression

(core vocabulary in progression)

	EYFS	Year 1	Year 2
	Asking Simple Questions		
Plants	<ul style="list-style-type: none"> What plants can you see? Observe and discuss plants in our local environment and those brought into the classroom. 	<ul style="list-style-type: none"> What is a plant? How many types of plant are there? What tree or plant is that? How do you know? 	<ul style="list-style-type: none"> What do plants need to survive and thrive? Do plants always come from seeds? What is inside a seed? What is inside a bulb?
Animals including humans	<ul style="list-style-type: none"> Discuss how some animals only eat plants, some only eat meat and others eat a mixture of both. Name and label different parts of your body. Use your senses to explore the world around you. 	<ul style="list-style-type: none"> Discuss, identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw & label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> What do animals and humans need to survive? Could you survive without water, air or food? Do baby animals all look like their parents? What happens to your body when you exercise? What happens to you if you eat too much unhealthy food? Why do we need to wash our hands?
Everyday Materials	<ul style="list-style-type: none"> Talk about different materials in the environment. 	<ul style="list-style-type: none"> What material is this object made of? What material is this? What is a property? 	<ul style="list-style-type: none"> Which material is the best to use for a particular purpose? Would you wear a jumper made of wood? Would you wear stone shoes?
Seasonal Change	<ul style="list-style-type: none"> Asking questions about what can be observed during the seasons as they happen. 	<ul style="list-style-type: none"> What do we expect to happen during the change of seasons? 	
Living Things and their	<ul style="list-style-type: none"> Asking questions about the natural world around them. Asking what they see hear and feel when outside 	<ul style="list-style-type: none"> (See Plants, Animals including humans and Seasonal Change) 	<ul style="list-style-type: none"> Is that 'thing' alive, dead or has it never been alive? What supports those living things in that habitat? What plant is that? What creature is that?
	Performing Simple Tests		
Plants	<ul style="list-style-type: none"> Growing plants in the outside area and observing what happens. 	<ul style="list-style-type: none"> Observations are used rather than testing. Planting bulbs and seeds and observing over time. 	<ul style="list-style-type: none"> Perform tests to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Animals including	<ul style="list-style-type: none"> Observations are used rather than testing. 		<ul style="list-style-type: none"> Use simple tests to explore the importance of good hygiene for humans.

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Everyday Material	<ul style="list-style-type: none"> Use materials for different purposes during play. Plan and make objects. 	<ul style="list-style-type: none"> Perform tests exploring the effectiveness and suitability of certain materials for certain uses e.g. waterproof trousers. 	<ul style="list-style-type: none"> Test the bendiness and stretchiness of different materials
Living Things	<ul style="list-style-type: none"> Observations are used rather than testing. 		
Observing closely, using simple equipment			
Plants	<ul style="list-style-type: none"> Observe that plants grow from seeds. 	<ul style="list-style-type: none"> Identify, name and describe the basic structure of a variety of common flowering plants, including deciduous and evergreen trees. Observing plants growing over time. 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Identify and name a variety of plants and animals in their habitats, including micro habitats. (Habitats)
Animals including humans	<ul style="list-style-type: none"> Observe different animals in different settings. 	<ul style="list-style-type: none"> Observe and compare different animals including vertebrates and invertebrates. 	<ul style="list-style-type: none"> Observe behaviour including eating habits of different animals. Observe and compare the structure of different animals.
Everyday Materials	<ul style="list-style-type: none"> Observe different materials in the environment. 	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made. 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
Seasonal Change	<ul style="list-style-type: none"> Observe the different seasons as they change in our environment. Observe and discuss the weather during each season 	<ul style="list-style-type: none"> Observe and describe the weather associated with the seasons and how day length varies. Observe and compare changes across the four seasons. 	
Living Things and their Habitats	<ul style="list-style-type: none"> Observe nature using magnifying glasses Observe nature using binoculars 	(See Plants, Animals including humans and Seasonal Change)	<ul style="list-style-type: none"> Identifying 'things' around them in their environment which are alive, dead or have never been alive. Observing local and micro-habitats. Observing food chains in microhabitats.
Identification and Classification			
Plants	<ul style="list-style-type: none"> Look at flowers in the local environment and the different parts of a flower. 	<ul style="list-style-type: none"> Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees. Know there are many different kinds of seed some of which come from fruit. 	Identifying and classifying bulbs and seeds.

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Animals including humans	<ul style="list-style-type: none"> Identify and group animals based on their geography or cultural acquisition (farm animals, jungle animals, pets, fish, etc.). 	<ul style="list-style-type: none"> Identify, group, describe and compare the structure of a variety of animals including fish, amphibians, reptiles, birds and mammals including pets. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 	<ul style="list-style-type: none"> Identify and classify animals and plants during the different stages of their life cycles.
Everyday Materials	<ul style="list-style-type: none"> Naming objects and materials in our environment. 	<ul style="list-style-type: none"> Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> Classify materials according to their suitability for certain applications Classify materials according to how they change through the application of the forces of squashing, bending, twisting and stretching
Seasonal Change	<ul style="list-style-type: none"> Identifying the time of year and identifying attributes of that season. 	<ul style="list-style-type: none"> Identify changes in environment during each season. 	
Living Things and their	<ul style="list-style-type: none"> Recognising that some environments are different to the one in which they live 	<ul style="list-style-type: none"> (See Plants, Animals including humans and Seasonal Change) 	<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited Identify and name a variety of plants and other animals in their habitats, including microhabitats.
Using observations and ideas to suggest answers to questions			
Plants	<ul style="list-style-type: none"> Say that if you plant seeds they will grow into plants. Say that we must water plants to keep them alive. 	<ul style="list-style-type: none"> Describe how there are many types of plant and they can be found in many different places. 	<ul style="list-style-type: none"> Explain how plants need water, light and a suitable temperature to grow into healthy plants. Explain how animals obtain their food from plants and other animals.
Animals including	<ul style="list-style-type: none"> Say that certain animals live in certain places. 	<ul style="list-style-type: none"> Understand that animals need certain things to stay alive such as food and water. 	<ul style="list-style-type: none"> Explain that humans must maintain a healthy diet, hygiene and exercise to remain healthy
Everyday Materials	<ul style="list-style-type: none"> Recognise different materials that they can see in school. 	<ul style="list-style-type: none"> Discuss the different materials around them and what they may be used for. 	<ul style="list-style-type: none"> Explain suitability of materials for different objects based on results of tests.
Seasonal Change	<ul style="list-style-type: none"> Say which season they are in and the different seasons of the year. 	<ul style="list-style-type: none"> Describe the changes in the environment during different seasons. 	

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Living Things and their Habitats	<ul style="list-style-type: none"> Exploring the natural world around them 	<ul style="list-style-type: none"> (See Plants, Animals including humans and Seasonal Change) 	<ul style="list-style-type: none"> Explain the food chain in this habitat. Explain what these animals eat. Explain the source of water.
Gathering and recording data to help in answering questions			
Plants	<ul style="list-style-type: none"> Looking for plants around them and taking photographs, drawing pictures, labelling. 	<ul style="list-style-type: none"> Recording plants found in environment. Timing and observing height of plants and rate at which they grow. 	Charting growth /success of plants in different environments and resources used to help plants to grow.
Animals including humans	<ul style="list-style-type: none"> Discussing pets and types of animals children have seen. Discussing where you are likely to see a certain type of animal. 	<ul style="list-style-type: none"> Bird watching- tallying types of birds seen. Recording trees and plants found on school site on tables. 	<ul style="list-style-type: none"> Recording height of classmates and recording in tables and charts. Identify that most living things live in habitats to which they are suited. (Habitats)
Everyday Materials	<ul style="list-style-type: none"> Finding objects of a certain material and taking photographs / labelling them. 	<ul style="list-style-type: none"> Labelling and grouping materials. 	<ul style="list-style-type: none"> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Seasonal Change	<ul style="list-style-type: none"> Discussing seasons. 	<ul style="list-style-type: none"> 'Adopting' a tree and recording its changes throughout the school year. 	
Living Things and their	<ul style="list-style-type: none"> Exploring the natural world around them and collecting things 	<ul style="list-style-type: none"> (See Plants, Animals including humans and Seasonal Change) 	<ul style="list-style-type: none"> Identify a small fixed area outside and collect data on the number of plants and animals contained in that area.
Core Vocabulary in Progression			
Plants	<i>Plant</i> <i>Tree</i> <i>Flower</i> <i>Seed</i> <i>Grow</i> <i>Water</i> <i>Sunlight</i> <i>Soil</i> <i>Fruit/vegetable</i> <i>Describe</i>	<i>Identify</i> <i>Common</i> <i>Wild</i> <i>Garden plants</i> <i>Flowering plants</i> <i>Deciduous/evergreen</i> <i>Parts (of a plant): leaves, flowers, blossom, petals, fruit, roots, bulb, trunk, branches, stem, bud</i> <i>Compare</i> <i>Group</i> <i>Observe</i>	<i>Mature (plants)</i> <i>Temperature</i> <i>Healthy</i> <i>Germination</i> <i>Survival</i> <i>Reproduction</i> <i>Recording</i> <i>Cress</i> <i>Bean</i>

	EYFS	Year 1	Year 2
Animals including humans	<p>Human</p> <p>Animal</p> <p>Pet</p> <p>Body parts: head, arms, legs, face, ears, eyes, hair, mouth, teeth</p> <p>Healthy/not healthy</p>	<p>Fish; scales, fins, gills, egg</p> <p>Amphibian; skin, water, land, egg</p> <p>Reptile; scales, egg</p> <p>Bird; beak, legs, feathers, wings, egg</p> <p>Mammal; hair/fur, milk, live young</p> <p>Carnivore</p> <p>Herbivore</p> <p>Omnivore</p> <p>Senses: touch, taste, smell, sight, hearing</p> <p>Human body parts: neck, elbows, knees</p> <p>Habitat</p> <p>Identify</p> <p>Group</p> <p>Compare</p>	<p>Offspring</p> <p>Reproduction (in animals)</p> <p>Growth; baby, toddler, child, teenager, adult</p> <p>Survival</p> <p>Basic needs: water, food, air</p> <p>Exercise</p> <p>Hygiene</p> <p>Nutrition</p>
Everyday Materials	<p>Water</p> <p>Sand</p> <p>Mud</p> <p>Paper</p> <p>Cardboard</p> <p>Fabric</p> <p>Hard/soft</p>	<p>Object</p> <p>Material</p> <p>Wood</p> <p>Plastic</p> <p>Glass</p> <p>Metal</p> <p>Rock</p> <p>Brick</p> <p>Elastic</p> <p>Foil</p> <p>Properties</p> <p>Compare</p> <p>Group</p> <p>Stretchy/stiff</p> <p>Shiny/dull</p> <p>Rough/smooth</p> <p>Bendy/not bendy</p> <p>Waterproof/not waterproof</p> <p>Absorbent/not absorbent</p> <p>Opaque/transparent</p>	<p>Solid</p> <p>Liquid</p> <p>Gas</p> <p>Squashing</p> <p>Bending</p> <p>Twisting</p> <p>Stretching</p> <p>Suitable/unsuitable</p> <p>Purpose</p> <p>Classify</p>
Seasonal Change	<p>Autumn</p> <p>Spring</p> <p>Summer</p> <p>Winter</p> <p>Sun</p> <p>Rain</p> <p>Wind</p> <p>Snow</p> <p>Frost</p>	<p>Season</p> <p>Change</p> <p>Weather</p> <p>Day length</p>	
Living Things and their Habitats	<p>See 'animals including humans'.</p>		<p>Living/dead/never been alive</p> <p>Characteristics</p> <p>Micro-habitat</p> <p>Food chain</p> <p>Source (of food)</p> <p>Study</p> <p>Shelter</p> <p>Compare</p> <p>Seashore</p> <p>Woodland</p> <p>Ocean</p> <p>Rainforest</p> <p>Classify</p>

	EYFS	Year 1	Year 2
Continuous Provision & Enhancements			
Workshop	<ul style="list-style-type: none"> Setting up of a variety of experiences for the children to explore e.g. Figures enclosed in ice blocks, exploring viscosity of fluids in plastic bags STEM week provision on rolling yearly schedule 	<ul style="list-style-type: none"> Activities set up to specifically challenge the children and draw out science skills STEM week provision on rolling yearly schedule 	<ul style="list-style-type: none"> Children are able to engage with using various materials to construct. Carrying out tests independently to check the best material to make an outfit for Elasti-Girl STEM week provision on rolling yearly schedule
Outdoors	<ul style="list-style-type: none"> Exploration using mud kitchen, water activities etc. 	<ul style="list-style-type: none"> Woodland sessions supporting science curriculum Activities set up to specifically challenge the children and draw out science skills- Classifying and identifying leaves using a grid 	<ul style="list-style-type: none"> Woodland sessions supporting science curriculum Activities set up to specifically challenge the children and draw out science skills
Vegetable and Flower Growing	<ul style="list-style-type: none"> Growing plants 	<ul style="list-style-type: none"> Sunflower and Bulb beds to plant and dig over Growing plants in pots to observe Seeing plant growing full circle by using seeds from old sunflower seed head to plant a new generation of sunflowers. 	<ul style="list-style-type: none"> Onion sets planted to support understanding of bulbs Broad beans in class to complete a bean diary and watch the process of germination Broad beans planted outside with Marigold plants. Children support in planting and weeding operations.