



Trimley St Mary - Science - Progression of Knowledge and Skills

ELG - EYFS Understanding the Warld -	Milestone 1 – Year 1 & 2 By the end of Year 1 pupils should have a basic grasp	Milestone 2 – Year 3 & 4 By the end of Year 3, pupils should have a basic grasp of	Milestone 3 – Year 5 & 6 By the end of Year 5, pupils should have a basic
The World	of all of this content. By the end of Year 2 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	all of this content. By the end of Year 4 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.	grasp of all of this content. By the end of Year 6 pupils should have an advancing understanding of this content, whilst some will have a deep understanding.
• Know about similarities	Working Scientifically	Warking Scientifically	Warking Scientifically
and differences in relation	• Ask simple questions.	• Ask relevant questions.	• Plan enquiries, including recognising
to places, objects,	• Observe closely, using simple equipment.	• Set up simple, practical enquiries and	and controlling variables where
materials and living	• Perform simple tests.	comparative and fair tests.	recessary.
things.	• Identify and classify.	• Make accurate measurements using	• Use appropriate techniques, apparatus,
• Talk about the features	• Use observations and ideas to suggest	standard units, using a range of equipment,	and materials during fieldwork and
of their own immediate	answers to questions.	e.g. thermometers and data loggers.	laboratory work.
environment and how	• Gather and record data to help in	• Gather, record, classify and present data in	• Take measurements, using a range of
ervironments might vary	answering questions.	a variety of ways to help in answering	scientific equipment, with increasing
from one another.		questions.	accuracy and precision.
• Make observations of		 Record findings using simple scientific 	• Record data and results of increasing
animals and plants and		language, drawings, labelled diagrams, bar	complexity using scientific diagrams and
explain why some things		charts and tables.	labels, classification keys, tables, bar
occur, and talk about		• Report on findings from enquiries, including	and line graphs, and models.
changes.		oral and written explanations, displays or	 Report findings from enquiries,
• Look closely at		presentations of results and conclusions.	including oral and written explanations
similarities, differences,		• Use results to draw simple conclusions and	of results, explanations involving causal
patterns and change.		suggest improvements, new questions and	relationships, and conclusions.
		predictions for setting up further tests.	 Present findings in written form,
		• Identify differences, similarities or changes	displays and other presentations.
		related to simple, scientific ideas and	• Use test results to make predictions to
		processes.	set up further comparative and fair tests.
		• Use straightforward, scientific evidence to	• Use simple models to describe scientific
		answer questions or to support their	ideas, identifying scientific evidence that
		findings.	has been used to support or refute ideas
			or arguments.
	Biology	Biology	Bialagy
	• Identify and name a variety of common	• Identify and describe the functions of	• Relate knowledge of plants to studies
	plants, including garden plants, wild	different parts of flowering plants: roots,	of evolution and inheritance.
	plants and trees and those classified as	sten, leaves and flowers.	• Relate knowledge of plants to studies
	deciduous and evergreen.	• Explore the requirements of plants for life	of all living things.
	• Identify and describe the basic structure	and growth (air, light, water, nutrients from	• Describe the changes as humans
	of a variety of common flowering plants,	soil, and room to grow) and how they vary	develop to old age.
		from plant to plant.	

 bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. bulbs grow into mature plants. of flowering plants, including pollination, seed formation and seed dispersal. Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. Construct and interpret a variety of food chains, identifying producers, predators and prey. Identify that humans and some animals 			
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 builts grow into mature glorits. i dentigh and an a switable temperature to grow and stay healthy. i dentigh and ane a variety of comman animals that are birds, fish, amphibians, and investerbanes. i dentigh and name a variety of comman animals that are carrivares, herbivares and annuks of a compare the structure of a wariety of comman. i dentigh and name a variety of comman animals that are carrivares, herbivares and annuks of a compare the structure of a wariety of comman. i dentigh and name a variety of comman. i dentigh and name a variety of comman animals that are structure of a wariety of comman. i dentigh and name a variety of comman. i dentigh and annue a variety of comman. i dentigh and annue and label the basic reserve. i dentigh and compare the structure of a wariety of the signetize structure of the structure of the structure of a wariety of the structure of the struc	flowers.	transported within plants.	the human circulatory system, and
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• Describe how animals obtain their food dissolve in liquid to form a solution			
from plants and other animals, using the	5		dissolve in liquid to form a solution
	from plants and other animals, using the		

idea of a simple food chain, and identify		and describe how to recover a substance
and name different sources of food.		from a solution.
• Identify how humans resemble their		• Use knowledge of solids, liquids and
parents in many features		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
		charges.
		• 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, oxidisation and the action
		of acid on bicarbonate of soda.
Chemistry	Chemistry	Chemistry
. • Distinguish between an object and the	• Compare and group together different kinds	• Describe magnets as having two poles.
material from which it is made.	of rocks on the basis of their simple,	• Predict whether two magnets will attract
• Identify and name a variety of everyday	physical properties.	or repel each other, depending on which
materials, including wood, plastic, glass,	• Relate the simple physical properties of	poles are facing.
metal, water and rock.	some rocks to their formation (igneous or	
• Describe the simple physical properties of	sedimentary).	
a variety of everyday materials.	• Describe in simple terms how fossils are	
• Compare and group together a variety of	formed when things that have lived are	
everyday materials on the basis of their	trapped within sedimentary rock.	
simple physical properties.	 Recognise that soils are made from rocks 	
• Find out how the shapes of solid objects	and organic matter	
made from some materials can be changed		
by squashing, bending, twisting and		
stretching.		
• Identify and compare the suitability of a		
variety of everyday materials, including		
wood, metal, plastic, glass, brick/rock,		
and paper/cardboard for particular uses.		
Physics	Physics	Physics
• Notice and describe how things move,	• Compare and group materials together,	• Explain that unsupported objects fall
using simple comparisons such as faster	according to whether they are solids, liquids	towards the Earth because of the force
and slower.	or gases.	of gravity acting between the Earth and
• Compare how different things move.	~	the falling object.

Charmen and name a consister of sources	Observe that some materials shares state	I dentify the effect of dama former out
Observe and name a variety of sources	• Observe that some materials change state	• Identify the effect of drag forces, such
of light, including electric lights, flames	when they are heated or cooled, and measure	as air resistance, water resistance and
and the Sun, explaining that we see things	the temperature at which this happens in	friction that act between moving
because light travels from them to our	degrees Celsius (°C), building on their	surfaces.
eyes.	teaching in mathematics.	• Describe, in terms of drag forces, why
• Observe and name a variety of sources	• Identify the part played by evaporation and	moving objects that are not driven tend
of sound, noticing that we hear with our	condensation in the water cycle and	to slow down.
ears.	associate the rate of evaporation with	• Understand that force and motion can
 Identify common appliances that run on 	temperature.	be transferred through mechanical
electricity.	• Compare how things move on different	devices such as gears, pulleys, levers
 Construct a simple series electrical 	surfaces.	and springs.
circuit.	• Notice that some forces need contact	• Understand that some mechanisms
• Observe the apparent movement of the	between two objects, but magnetic forces can act at a distance.	including levers, pulleys and gears,
Sun during the day.		allow a smaller force to have a greater
 Observe changes across the four seasons. 	• Observe how magnets attract or repel each other and attract some materials and not	effect. • Understand that light appears to travel
Observe and describe weather associated	others.	in straight lines.
with the seasons and how day length	Campare and group together a variety of	 Use the idea that light travels in
naries.	everyday materials on the basis of whether	straight lines to explain that objects are
	they are attracted to a magnet, and identify	seen because they give out or reflect
	some magnetic materials.	light into the eyes.
	• Describe magnets as having two poles.	• Use the idea that light travels in
	• Predict whether two magnets will attract or	straight lines to explain why shadows
	repel each other, depending on which poles	have the same shape as the objects that
	are facing.	cast them, and to predict the size of
	• Recognise that they need light in order to	shadows when the position of the light
	see things and that dark is the absence of	source changes.
	light.	• Explain that we see things because
	• Notice that light is reflected from surfaces.	light travels from light sources to our
	• Recognise that light from the sun can be	eyes or from light sources to objects
	dangerous and that there are ways to protect	and then to our eyes.
	their eyes.	• Find patterns between the pitch of a
	• Recognise that shadows are formed when	sound and features of the object that
	the light from a light source is blocked by a	produced it.
	solid object.	• Find patterns between the volume of a
	• Find patterns in the way that the size of	sound and the strength of the vibrations
	shadows change. Identify how sounds are	that produced it.
	made, associating some of them with	• Recognise that sounds get fainter as
	something vibrating.	the distance from the sound source
	 Recognise that vibrations from sounds 	increases.
	travel through a medium to the ear.	• Associate the brightness of a lamp or
	 Identify common appliances that run on 	the volume of a buzzer with the number
	electricity.	and voltage of cells used in the circuit.

• Construct a simple series electrical circuit,	• Compare and give reasons for
identifying and naming its basic parts,	variations in how components function,
including cells, wires, bulbs, switches and	including the brightness of bulbs, the
buzzers.	loudness of buzzers and the on/off
• Identify whether or not a lamp will light in	position of switches.
a simple series circuit, based on whether or	• Use recognised symbols when
not the lamp is part of a complete loop with	representing a simple circuit in a
a battery.	diagram.
• Recognise that a switch opens and closes	• Describe the movement of the Earth,
a circuit and associate this with whether or	and other planets, relative to the Sun in
not a lamp lights in a simple series circuit.	the solar system.
• Recognise some common conductors and	• Describe the movement of the Moon
insulators, and associate metals with being	relative to the Earth.
good conductors.	• Describe the Sun, Earth and Moon as
• Describe the movement of the Earth relative	approximately spherical bodies.
to the Sun in the solar system.	• Use the idea of the Earth's rotation to
• Describe the movement of the Moon relative	explain day and right and the apparent
to the Earth.	movement of the sun across the sky.

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