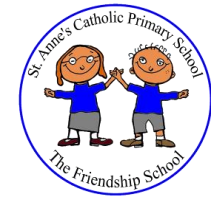




St Anne's Science Progression Map

2021-2022

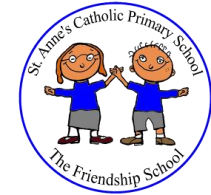


<p>Nursery</p>	<p>Throughout nursery the children will cover these objectives:</p> <ul style="list-style-type: none">• Beginning to understand 'why' and 'how' questions. (Communication and Language, Understanding 30-50)• Listens and responds to ideas expressed by others in conversation or discussion. (Communication and Language, Understanding 40-60+)• Learns new words very rapidly and is able to use them in communicating. (Communication and Language - Speaking 22-36)• Uses talk to connect ideas, explain what is happening. (Communication and Language - Speaking 30-50)• Questions why things happen and gives explanations. (Communication and Language - Speaking 30-50)• Builds up vocabulary that reflects the breadth of their experiences. (Communication and Language - Speaking 30-50)• Extends vocabulary, exploring the meaning of new words. (Communication and Language - Speaking 40-60)• Notices detailed features of objects in their environment. (Understanding the World, The World 22-36)• Comments and asks questions about aspects of their familiar world and the natural world. (Understanding the World, The World 30-50)• Can talk about some of the things they have observed such as plants, animals, natural and found objects. (Understanding the World, The World 30-50)• Talks about why things happen and how things work. (Understanding the World, The World 30-50)• Developing an understanding of growth, decay and changes over time. (Understanding the World, The World 30-50)• Shows care and concern for living things and the environment. (Understanding the World, The World 30-50)• Looks closely at similarities, differences, patterns and change. . (Understanding the World, The World 40-60+)
<p>Reception</p>	<p>Extends vocabulary, especially by grouping and naming. (Sp 40-60)</p> <ul style="list-style-type: none">• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events (Sp 40-60)• They develop their own narratives and explanations by connecting ideas or events. (ELG Sp)• They answer 'how' and 'why' questions about their experiences or events. (ELG Und)• Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. (HSC 40-60)



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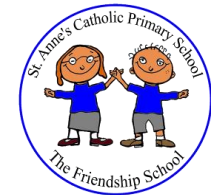
	<ul style="list-style-type: none">• Looks closely at similarities, differences, patterns and change. (40-60 The world)• Children know about similarities and differences in relation to objects, materials and living things. (ELG The World)• They make observations of animals and plants and explain why some things occur, and talk about changes. (ELG World)• Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy (ELG HSC)
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Year 1	Vocabulary	Working Scientifically	Knowledge, Skills and Understanding	Cross-Curricular Links	Enquiry Questions
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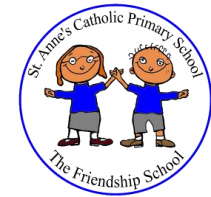


<p>Autumn</p>	<p>Answers Beaker Compare Describe Different/differences Egg timers Equipment Explore Gather Group Measure Metre stick Observe Pipette Questions Record Results Ruler Similar/similarities Sort Syringe Syringe Tape measure</p>	<p><u>Observing closely, using simple equipment</u></p> <ul style="list-style-type: none"> • Can they talk about what they <see, touch, smell, hear or taste>? • Can they use simple equipment to help them make observations? <p><u>Performing simple tests</u></p> <ul style="list-style-type: none"> • Can they perform a simple test? • Can they tell other people about what they have done? 	<p><u>Everyday materials/ use of everyday materials/ properties and changes of materials</u></p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><u>Seasonal changes- ONGOING</u></p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>Maths - Grouping materials.</p> <p>English - Vocabulary, weather descriptions.</p> <p>Art- Weather art and drawings.</p> <p>Oracy - Describing the weather, describing materials, vocabulary games.</p>	<p>Which is the best material for a mirror?</p> <p>Which material is best for sunglasses?</p> <p>Do cats' eyes light up in the dark? - lead on to luminous and non luminous objects?</p> <p>Why can we see fireworks better in the dark?</p> <p>How does the size of a shadow change over a day?</p> <p>How can we sort these items?</p> <p>Which materials are attracted to a magnet?</p> <p>Which material would make the best umbrella?</p> <p>Which material would make the best chair?</p>
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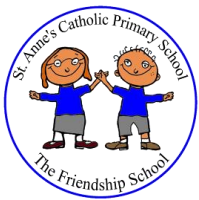


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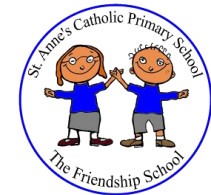


	<p>Absorbent _____</p> <p>Bendy/floppy _____</p> <p>Breaks/tears _____</p> <p>Brick _____</p> <p>Card/cardboard _____</p> <p>Clay _____</p> <p>Dull _____</p> <p>Elastic _____</p> <p>Fabrics _____</p> <p>Foil _____</p> <p>Glass _____</p> <p>Hard _____</p> <p>Material _____</p> <p>Metal _____</p> <p>Not see through _____</p> <p>Object _____</p> <p>Paper _____</p> <p>Plastic _____</p> <p>Rock _____</p> <p>Rough _____</p> <p>Rubber _____</p> <p>See through _____</p> <p>Shiny _____</p>				
<p>Spring</p>	<p>(Building on vocab from Autumn)</p>	<p>(Building on from Autumn)</p> <p><u>Identifying and classifying</u></p> <ul style="list-style-type: none"> • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? 	<p><u>Animals, including humans</u></p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Maths - Grouping animals. Tables and Charts.</p> <p>Oracy - Describing animals.</p> <p>English - Writing animal descriptions. Creating a menu for an animal's tea.</p>	<p>Which parts of my body are involved in my senses?</p> <p>Which sense do I use to....?</p> <p>What do I use my for?</p> <p>Where is my...?</p> <p>Just because I am older am I taller?</p>



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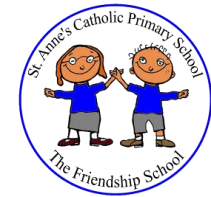


	<p>Ankle Answers</p> <p>Arms Beaker</p> <p>Back Compare</p> <p>Beak Describe</p> <p>Body Different/differences</p> <p>Bright/dim Egg timers</p> <p>Caif Equipment</p> <p>Chest Explore</p> <p>Claw Gather</p> <p>Ears Group</p> <p>Elbows Measure</p> <p>Eyebrows Metre stick</p> <p>Eyelashes Observe</p> <p>Eyes Pipette</p> <p>Face Questions</p> <p>Feathers Record</p> <p>Feet Results</p> <p>Fin Ruler</p> <p>Fingers Similar/similarities</p> <p>Fur Sort</p> <p>Hair Syringe</p> <p>Hands Syringe</p> <p>Head Tape measure</p>	<ul style="list-style-type: none"> • Can they explain what they have found out? <p style="text-align: center;"><u>Recording Findings</u></p> <ul style="list-style-type: none"> • Can they show their work using pictures, labels and captions? • Can they record their findings using standard units? • Can they put some information in a chart or table? 	<p><u>Seasonal changes- ONGOING and building from Autumn term</u></p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>		
<p style="color: #e91e63;">Summer</p>	<p>(Building on vocab from Autumn and Spring)</p>	<p>(Building on from Autumn and Spring)</p> <p style="text-align: center;"><u>Observing closely, using simple equipment</u></p> <ul style="list-style-type: none"> • Can they talk about what they <see, touch, smell, hear or taste>? 	<p><u>Seasonal changes- ONGOING and building from Autumn and Spring term</u></p> <p>observe changes across the four seasons</p>	<p>Art- Tree and leaf artwork</p> <p>English - Describing trees</p> <p>Oracy - Vocabulary games</p>	<p>What is the plant's name?</p> <p>Can you sort the parts of a plant into the correct groups?</p>



St Anne's Science Progression Map

2021-2022



<p>Season</p> <p>Autumn</p> <p>Cloud/cloudy</p> <p>Cool/cold</p> <p>Day/night</p> <p>Fog/mist</p> <p>Frost</p> <p>Hail/hailing</p> <p>Hot/warm</p> <p>Ice/icy</p> <p>Light/dark</p> <p>Light/dark</p> <p>Lightning</p> <p>Rain/rainy</p> <p>Rainbow</p> <p>Sleet</p> <p>Snow/snowing</p> <p>Spring</p> <p>Storm</p> <p>Summer</p> <p>Sun/sunny</p> <p>Thunder</p> <p>Weather</p>	<p>Bark</p> <p>Berry</p> <p>Blossom</p> <p>Branch</p> <p>Bulb</p> <p>Flower</p> <p>Fruit</p> <p>Leaf/leaves</p> <p>Names of flowers grown</p> <p>Names of locally found flowering plants</p> <p>Names of locally found garden plants</p> <p>Names of locally found trees</p> <p>Names of locally found wild plants</p> <p>Names of vegetables grown</p> <p>Petal</p> <p>Root</p> <p>Seed</p> <p>Stalk</p> <p>Stem</p> <p>Trunk</p> <p>Vegetable</p>	<ul style="list-style-type: none"> • Can they use simple equipment to help them make observations? <p><u>Performing simple tests</u></p> <ul style="list-style-type: none"> • Can they perform a simple test? • Can they tell other people about what they have done? <p><u>Identifying and classifying</u></p> <ul style="list-style-type: none"> • Can they identify and classify things they observe? • Can they think of some questions to ask? • Can they answer some scientific questions? • Can they give a simple reason for their answers? • Can they explain what they have found out? <p><u>Recording Findings</u></p> <ul style="list-style-type: none"> • Can they show their work using pictures, labels and captions? • Can they record their findings using standard units? • Can they put some information in a chart or table? 	<p>observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Plants</u></p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Computing - Creating a weather forecast.</p>	
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