




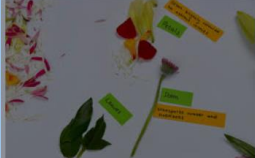








Uplands Infant and Nursery School


Progression in Science


2021-2022

	Nursery	Reception	Year 1	Year 2
Term 1 Biology	<p>Humans Name parts of the body and know what they are used for</p> <p>Natural world – plants, flowers and trees Sensory activities for the children to explore freely using parts of their body</p> <p>Explore and name features of the natural world, developing curiosity</p> <p>Animals – birds, farm animals, sea creatures, wild animals, Introduce and name – birds, farm animals, wild animals</p>	<p>Humans Name parts of the body and know what they are used for To name 5 senses Develop language to describe the different things they hear, smell, touch and taste</p>  <p>Natural world – plants, flowers and trees Sensory activities for the children to explore freely using parts of their body</p> <p>Encourage the children to observe and talk about what they see</p> <p>Name and describe the features of the natural world, developing curiosity – things they are likely to come across when outside</p> <p>Animals – birds, farm animals, sea creatures, wild animals Name and describe – birds, sea creatures, farm animals, wild animals Categorise and group Observational drawings of the natural world, animals and plants</p>	<p>Humans Identify, name, draw and label the basic parts of the human body.</p> <p>To say which part of the human body is associated with which part.</p>  <p>Plants Identify and name a variety of common wild and garden plants. Introduce the names and images of evergreen and deciduous trees.</p> <p>Animals Introduce the names and images of birds, fish, amphibians, reptiles and mammals.</p> 	<p>Humans Humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Plants Observe and describe how bulbs grow into mature plants (Longitudinal study)</p> <p>Find out and describe how bulbs need water, light and a suitable temperature to grow and stay healthy.</p> <p>Animals Notice that animals, have offspring which grow into adults</p>  <p>Find out about and describe the basic needs of animals for survival (water, food and air)</p>
Term 2	<p>Humans Recognise changes within themselves – from a baby to now</p> <p>Natural world - Plants/flowers and trees To name parts of a flower Introduce how trees, plants, flowers grow</p>	<p>Humans Compare and describe the similarities and differences between themselves now and when they were babies</p> <p>Natural world - Plants/flowers and trees Naming and describing the parts of a flower Talk about how trees, plants, flowers grow Name and describe different types of flowers and trees</p>	<p>Humans To identify which part of the body is associated with which sense.</p> <p>Plants Identify and describe the basic structure of a variety of common flowering plants.</p>	<p>Plants Observe and describe how seeds grow into mature plants (Longitudinal study)</p> <p>Find out and describe how seeds need water, light and a suitable temperature to grow and stay healthy.</p>

	<p>Animals – birds, farm animals, sea creatures, wild animals Naming features of animals</p> <p>Naming and matching baby animals with their parents</p>	 <p>Animals – birds, farm animals, sea creatures, wild animals Naming and describing features of animals</p> <p>Naming and matching baby animals with their parents – look and talk about similarities and differences</p> <p>Have an awareness of the life cycle</p> <p>Observational drawings of the natural world, animals and plants</p>	 <p>Identify and describe the basic structure of a variety of common trees.</p> <p>Animals Identify and name a variety of common animals that are carnivores, herbivores, omnivores.</p>	
<p>Term 3</p>	<p>Humans Recognise how to stay healthy Food Hygiene</p> <p>Natural world Plants/flowers and trees Look at and investigate what plants, trees and flowers need to stay healthy</p>  <p>Animals – birds, farm animals, sea creatures, wild animals, dinosaurs Name where these animals live</p> <p>Identify and name adult and baby animal</p>	<p>Humans Talk about and describe the important of staying healthy Food Hygiene</p> <p>Natural world Plants/flowers and trees Discuss and talk about what plants, trees and flowers need to stay healthy</p>  <p>Animals – birds, farm animals, sea creatures, wild animals, dinosaurs Name and describe and compare the different places where these animals live.</p>  <p>What do these animals need to stay healthy?</p> <p>Understand and talk about the key features of a life cycle Observational drawings of the natural world, animals and plant</p>	<p>Animals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Plants Identify and describe the basic structure of a variety of common trees.</p> 	<p>Living things and their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited</p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p> 

<p>Chemistry</p> <p>Term 1</p>	<p>Explore materials with different properties – Explore textures, sounds smells and tastes – inside and outside Sensory play</p> <p>Explore and notice the differences and change between materials Provide opportunities to change materials from one state to another Cooking – Melting</p>	<p>Explore and talk about materials with different properties Explore collections of materials with similar and/or different properties Talk and describe what they see</p> <p>Notice and talk about the differences and change between materials Provide opportunities to observe and talk about the changes materials from one state to another Cooking Melting Heating Cooling</p>	<p>Everyday materials Distinguish between an object and the material it is made from.</p> <p>Identify and name a range of everyday materials including wood, plastic, glass, metal, water and rock.</p> 	
<p>Term 2</p>	<p>Explore materials with different properties Explore collections of materials with similar and/or different properties</p> <p>Explore and notice the differences and change between materials Provide opportunities to change materials from one state to another Cooking – Melting Freezing</p>	<p>Explore and talk about materials with different properties Explore collections of materials with similar and/or different properties Talk and describe what they see</p> <p>Notice and talk about the differences and change between materials Provide opportunities to change materials from one state to another Cooking Melting Heating Cooling Talk and describe what they see</p>	<p>Everyday materials Describe the simple physical properties of a variety of everyday materials on the basis of their simple physical properties.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Identify and discuss the uses of different everyday materials and that some materials are used for more than one thing and that different materials can be used to make the same thing</p>
<p>Term 3</p>	<p>Explore materials with different properties Explore collections of materials with similar and/or different properties</p>	<p>Explore and talk about materials with different properties Talk about what they see – continue to develop and deepen children’s language skills so they can talk about and discuss their findings</p>	<p>Everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Everyday Materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Explain the properties of materials that make them suitable or unsuitable for</p>

	<p>Talk about what they see</p> <p>Explore and notice the differences and change between materials Provide opportunities to change materials from one state to another Cooking – Melting Heating Freezing</p>	<p>Notice and describe the differences and change between materials Provide opportunities to change materials from one state to another Cooking Heating Freezing Cooling Talk about what they see – Talk and discuss their findings</p>		<p>particular purposes</p> <p>Consider unusual and creative uses for everyday materials</p>
<p>Physics</p> <p>Term 1</p>	<p>Recognise when it is night time and day time Autumn Signs Weather Clothes</p>  <p>Explore the different forces they can feel Magnets Sinking and floating</p> <p>Explore how materials can be changed Light and dark – using torches, light box,</p>	<p>Name different times of the day Autumn Signs Weather How animals behave</p> <p>Talk about the different forces they can feel Using magnets Sinking and floating</p> <p>Explore and talk about how materials can be changed Light and dark – using torches, light box,</p>	<p>Seasonal changes Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Seasonal changes Organise images or objects from each season into categories. Explain your categories</p>
<p>Term 2</p>	<p>Name times of the day Spring Signs Weather Clothes</p> <p>Explore and talk about the different forces they can feel Explore and talk about what they see when using magnets, shadows, torches and light box, sinking and floating</p>	<p>Spring Autumn Signs Weather How animals behave Compare with Autumn</p> <p>Talk and describe the different forces they can feel Magnetic / non magnetic</p> <p>Explore and talk about similarities and differences between materials Floating and Sinking Shadows Light travelling through materials</p>	<p>Seasonal changes Notice the features of Winter and Spring</p> <p>Observe weather Provide opportunities to record the weather</p> <p>Observe how length of day increases.</p>	<p>Seasonal Changes Show how you might know, roughly, what time it is in a day by looking at the position of the sun</p> <p>Compare and contrast weather and day length across the four seasons- especially Spring</p>

<p>Term 3</p>	<p>Continue to talk about the different times of the day</p> <p>Summer Signs Weather Clothes</p> <p>Explore and talk about the different forces they can feel Explore using magnets – compare magnetic and non-magnetic items Use language – wood, metal, plastic Explore items that sink and float – investigate</p> <p>Explore how materials can be changed by</p> <p>Talk about what they see</p>	<p>Summer Signs Weather How animals behave Compare with Autumn/winter/spring</p> <p>Observe and talk about the different forces they can feel Compare magnetic and non-magnetic items Explore and observe how materials can be changed</p> <p>Talk about the similarities and differences between these materials</p> <p>Talk about what they see – continue to develop and deepen children’s language skills so they can talk and discuss their findings –</p> <p>Floating and Sinking Shadows Light travelling through materials</p>	<p>Seasonal changes Notice the features of Spring and Summer Observe weather Provide opportunities to record the weather Observe how length of day increases.</p>	<p>Seasonal Changes Show how you might know, roughly, what time it is in a day by looking at the position of the sun</p> <p>Compare and contrast weather and day length across the four seasons (summer)</p> 
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