



# Gotham Primary Science Progression Planning

## Working Scientifically

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Three characteristics of effective teaching and learning are:</p> <ul style="list-style-type: none"> <li>Playing and exploring – children investigate and experience things, and ‘have a go’</li> <li>Active learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> <li>Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul> <p>These skills are the building blocks for working scientifically.</p>	<ul style="list-style-type: none"> <li>ask simple questions recognising that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>use observations and ideas to suggest answers to questions gather and record data to help in answering questions</li> </ul>		<ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific enquiries to answer them</li> <li>setting up simple practical enquiries, comparative and fair tests</li> <li>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>using straightforward scientific evidence to answer questions or to support their findings</li> </ul>		<ul style="list-style-type: none"> <li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>using test results to make predictions to set up further comparative and fair tests</li> <li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identifying scientific evidence that has been used to support or refute ideas or arguments</li> </ul>	

## Vocabulary

Explore, change, same different, “I think that” Questioning words: “why” “how” “what will happen if?”	Fair test, measure, equipment, test, observe, results	+ identify, classify, compare, variable	+enquiry, careful, classify, represent, diagram, key, conclusion, prediction, method, evidence	+control, systematic,	+independent variable, dependent variable, control variables,	+average
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As we are aiming for consistent progression of the core subject of Science, we teach Science as a distinct year group subject. This is taught weekly to ensure that all relevant topics are covered and there are opportunities for building on prior learning.

Our teaching of Working Scientifically in Science supports our delivery of the statistics element of our maths curriculum, provided below. Presentation of data is in line with national curriculum expectations and/or appropriate to present findings from the enquiry in question.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Statistics: Present and Interpret		<ul style="list-style-type: none"> <li>interpret and construct simple pictograms, tally charts, block diagrams and simple tables</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>interpret and present data using bar charts, pictograms and tables</li> </ul> <p style="text-align: center;"><b>Spring 3</b></p>	<ul style="list-style-type: none"> <li>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> </ul> <p style="text-align: center;"><b>Summer 4</b></p>	<ul style="list-style-type: none"> <li>complete, read and interpret information in tables, including timetables</li> </ul> <p style="text-align: center;"><b>Autumn 3</b></p>	<ul style="list-style-type: none"> <li>interpret and construct pie charts and line graphs and use these to solve problems</li> </ul> <p style="text-align: center;"><b>Summer 3</b></p>
Statistics: Solve Problems		<ul style="list-style-type: none"> <li>ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</li> <li>ask and answer questions about totalling and comparing categorical data</li> </ul> <p style="text-align: center;"><b>Spring 2</b></p>	<ul style="list-style-type: none"> <li>solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables</li> </ul> <p style="text-align: center;"><b>Spring 3</b></p>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> <p style="text-align: center;"><b>Summer 4</b></p>	<ul style="list-style-type: none"> <li>solve comparison, sum and difference problems using information presented in a line graph</li> </ul> <p style="text-align: center;"><b>Autumn 3</b></p>	<ul style="list-style-type: none"> <li>calculate and interpret the mean as an average</li> </ul> <p style="text-align: center;"><b>Summer 3</b></p>

## Living Things and their Habitat

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ol style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> </ol>	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ol>	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ol> <p><b>Living Things and their Habitat</b></p> <ol style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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</li> </ol>	<p><b>Plants</b></p> <ol style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ol>	<p><b>Living Things and their Habitat</b></p> <ol style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things</li> </ol>	<p><b>Living Things and their Habitat</b></p> <ol style="list-style-type: none"> <li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>describe the life process of reproduction in some plants and animals</li> </ol>	<p><b>Living Things and their Habitat</b></p> <ol style="list-style-type: none"> <li>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</li> <li>give reasons for classifying plants and animals based on specific characteristics</li> </ol>

## Vocabulary

Leaf, flower, petal, fruit, berry, root, seed, trunk, branch, stem. Name some common trees and plants	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area	Light, shade, sun, warm, cool, water, grow, healthy Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.	Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate	Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering
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## Animals Including Humans

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>1. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>	<ol style="list-style-type: none"> <li>1. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>2. identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>3. describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>4. identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ol>	<ol style="list-style-type: none"> <li>1. notice that animals, including humans, have offspring which grow into adults</li> <li>2. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>3. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ol>	<ol style="list-style-type: none"> <li>1. identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>2. identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ol>	<ol style="list-style-type: none"> <li>1. describe the simple functions of the basic parts of the digestive system in humans</li> <li>2. identify the different types of teeth in humans and their simple functions</li> <li>3. construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ol>	<ol style="list-style-type: none"> <li>1. describe the changes as humans develop to old age</li> </ol>	<ol style="list-style-type: none"> <li>1. identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>2. recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>3. describe the ways in which nutrients and water are transported within animals, including humans</li> </ol>

## Vocabulary

<p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p>Names of animals experienced first-hand</p>	<p>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p>Names of animals experienced first-hand from each vertebrate group</p> <p>Parts of the body including those linked to PSHE teaching</p> <p>Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</p>	<p>Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)</p>	<p>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</p>	<p>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</p>	<p>Puberty: the vocabulary to describe sexual characteristics</p>	<p>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle</p>
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# Evolution and Change

Year 6

## **Evolution and Inheritance**

1. recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
2. recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
3. identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

## Vocabulary

Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils

## Everyday Materials

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5
<p>1. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><b>Materials</b></p> <ol style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ol>	<p><b>Uses</b></p> <ol style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ol>	<p><b>Rocks</b></p> <ol style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter</li> </ol>	<p><b>States of matter</b></p> <ol style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ol>	<p><b>Properties and changes of materials</b></p> <ol style="list-style-type: none"> <li>compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</li> <li>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>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 and the action of acid on bicarbonate of soda</li> </ol>

## Vocabulary

<p>Object, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft.</p>	<p>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through</p>	<p>Names of materials – increased range from year 1                      Properties of materials - as for year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid                      Shape, push/pushing, pull/puling, twist/twisting, squash/squashing.                      Bend/bending, stretch/stretching</p>	<p>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</p>	<p>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material</p>
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## Seasonal Change, Light, Sound, Earth and Space

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	<b>Seasonal Change</b> 1. observe changes across the four seasons 2. observe and describe weather associated with the seasons and how day length varies		<b>Light</b> 1. recognise that they need light in order to see things and that dark is the absence of light 2. notice that light is reflected from surfaces 3. recognise that light from the sun can be dangerous and that there are ways to protect their eyes 4. recognise that shadows are formed when the light from a light source is blocked by an opaque object 5. find patterns in the way that the size of shadows change	<b>Sound</b> 1. identify how sounds are made, associating some of them with something vibrating 2. recognise that vibrations from sounds travel through a medium to the ear 3. find patterns between the pitch of a sound and features of the object that produced it 4. find patterns between the volume of a sound and the strength of the vibrations that produced it 5. recognise that sounds get fainter as the distance from the sound source increases	<b>Earth and space</b> 1. describe the movement of the Earth, and other planets, relative to the Sun in the solar system 2. describe the movement of the Moon relative to the Earth 3. describe the Sun, Earth and Moon as approximately spherical bodies 4. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	<b>Light</b> 1. recognise that light appears to travel in straight lines 2. use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye 3. explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes 4. use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

### Vocabulary

Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn). Awareness of the change during the year.	Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length		Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous	Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation	Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets	straight lines, light rays.
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## Forces, Magnets and Electricity

Year 3	Year 4	Year 5	Year 6
<p><b>Forces and magnets</b></p> <ol style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing</li> </ol>	<p><b>Electricity</b></p> <ol style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ol>	<p><b>Forces</b></p> <ol style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ol>	<p><b>Electricity</b></p> <ol style="list-style-type: none"> <li>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>use recognised symbols when representing a simple circuit in a diagram</li> </ol>

## Vocabulary

Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole	Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol N.B. Children in year 4 do not need to use standard symbols as this is taught in year 6	Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably
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