

Summerhill Infant School

Coverage and progression map for (Science)



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reception	Early Learning Goals (linked to subject) <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants 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; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
	Me, Myself and I	Once Upon a Time	Food glorious Food	People Who Help Us	Minibeasts	Wonderful Water
	Play games such as Simon Says naming different parts of the body. Observe the changing Seasons as and when appropriate.		Observing the different states of ingredients when heated/cooled	Start preparations for growing in our allotment space. Growing & caring for Plants.	Making observations of minibeast and their habitats Caring for living things	Properties of water Exploring ice Floating and sinking
	At every opportunity discuss the natural world around us. Noticing the changes as the seasons go. Different plant, animals and the weather. Look after the class garden.					
Year 1	KS1 National Curriculum statutory requirements (linked to subject)					
	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (pets) 	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (woodland animals) identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds) 	<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials 	<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees 	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

		and mammals, including pets) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	on the basis of their simple physical properties			
	Me and my community	Enchanted Woodland	Pirates	Old Toys	Going Green	Castles and Dragons
	Animals including humans (body parts, senses and pets) Senses experiment. Ask the children to use their senses of hearing, sight & smell as they take a trip around the area. (Linked to Geography) What can they see, hear, smell? What do they notice has changed recently and why? Link to DT, make a healthy fruit kebab. What do the different fruits taste like? Observe the changing Seasons as and when appropriate.	Animals including humans (classification and variation, herbivores and carnivores) Sorting and classifying Senses (woodland walk linked to senses) Plants (woodland) Seasonal change observing trees during woodland visit	Everyday Materials Investigate a variety of different materials, sort by given criteria (soft, bendy etc.) and then their own. Name a variety of different materials e.g. wood, plastic, metal, fabric, glass Waterproof boots Investigate which material will make the best waterproof boots for a Pirate. (Adult led)	Everyday Materials sorting and classifying Look at different toys & think about what they are made of. Sort toys by different criteria including the materials they are made from. E.g. Plastic, wood, metal, fabric. What material would make a good teddy? Child led from what was learnt in term 3 about investigations.	Everyday materials (recycling) Why re-cycle? Investigate Investigate what materials a pile of rubbish is made from. Which are recycleable which are not. How do we Know? Sort the rubbish Test what plants need to grow. Give a bean seed no light, 1 no soil & 1 no water. Record results over time. Fair test Plants →	Animals including humans Children to be given the opportunity to use high quality animal models to discuss, name & sort animals according to what they eat, and their physical attributes. E.g lions & seals are carnivores. Birds & bees can fly. Continue to care for and monitor the plants growing in the allotment.
Year 2	KS1 National Curriculum statutory requirements (linked to subject)					
	• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper	• explore and compare the differences between things that are living, dead, and things that have never been alive.	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper	• identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic	• notice that animals, including humans, have offspring which grow into adults

	<p>needs of different kinds of animals, and how they depend on each other. Finding out about endangered species, where they live & why they are endangered.</p> <ul style="list-style-type: none"> • identify and name a variety of animals in their habitats, including micro-habitats 	<p>and cardboard for particular uses</p> <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. 		<p>and cardboard for particular uses</p> <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. 	<p>needs of different kinds of plants, and how they depend on each other</p> <ul style="list-style-type: none"> • identify and name a variety of plants in their habitats, including micro-habitats. • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow 	<ul style="list-style-type: none"> • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
	Endangered Animals	The Victorians	Around the World in 28 days.	Explorers	Journey into Space	Being Human
	<p>Look at the different animals in their habitats.</p> <p>Look at how they have adapted to suit the habitat. Why do they live there?</p> <p>Find out why they are endangered. What has changed.</p>	<p>Materials</p> <p>Look at & identify different materials. Give the children opportunities to squash, bend and alter the materials.</p> <p>Discuss which ones might make a good bridge and why. Set up a fair test to find the best material to build a bridge. Then test it.</p>	<p>Recap of animal habitats and the plants with in those habitats related to the different places around the world, and to discuss whether these are living, dead or never been alive.</p>	<p>Everyday Materials</p> <p>Fair test to find best material for creating a mini hot air balloon?</p> <p>Write a list of criteria for the fabric of a hot air balloon, e.g. light, strong, fireproof. Sort materials according to the criteria.</p>	<p>Spend as much time as possible in the school grounds growing different plants. Discuss what will need to be done to get healthy plants, flowers & veg.</p> <p>Set up an investigation where plants are planted in different places around the school. Where do they grow best, why do you think this might be.</p>	<p>Discuss what animals need to survive and that the species continues through off spring. Use this to introduce the idea that humans are also animals.</p> <p>Investigate what humans need to thrive. Sort food into different food groups and begin to understand how they help the body work.</p> <p>Find out about some of the internal parts of the body.</p> <p>Continue to care for and monitor the growth of</p>

						the plants in the school grounds
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	Reception	Year 1	Year 2
Humans.	<p>Understand that people grow and change. Be able to say what a baby can do and compare it with what they can do now.</p> <p>Name body parts of the body through games and rhymes. (Sing rhymns such as Head, Shoulders, knees & toes and games like Simon Says.)</p>	<ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Use opportunities linked to other subjects to discuss senses used e.g. Sight, looking around the local area (geog), Taste, healthy kebabs (DT)) 	<ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Find out about healthy food and what the body uses different food groups for.)
Animals	<p>Making observations of minibeast and their habitats. (Watch the caterpillars in class grow & change.)</p> <p>Caring for living things</p> <p>Identify parts of animals so they can live in water.</p>	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (pets) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (woodland animals). Discover which animals live in the local woodlands. Which are mammals, birds etc.) 	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive. 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 how they depend on each other. Finding out about endangered species, where they live & why they are endangered.

		<ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 	<ul style="list-style-type: none"> identify and name a variety of animals in their habitats, including micro-habitats 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
Seasons & Plants	<p>Noticing the changing of the seasons and the effect on plants.</p> <p>Naming basic parts of a plant</p> <p>Plants need water & sunlight to grow.</p> <p>(Use opportunities as they arise, e.g. frosty morning to discuss & look at changes in the seasons)</p>	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. <p>(Set up an investigation to prove what plants need to grow & be healthy, referring to the idea of a fair test)</p>	<ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive. 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 plants, and how they depend on each other. (Exhibition for parents to explain about endangered animals) identify and name a variety of plants in their habitats, including micro-habitats. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow
Materials	<p>Observing the different states of ingredients when heated/cooled</p> <p>Properties of water</p> <p>Exploring ice</p> <p>Floating and sinking</p>	<ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. describe the simple physical properties of a variety of everyday materials. <p>(Which Material would make the best Pirate Boots and teddy bear)</p>	<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 find out how the shapes of solid objects made from some materials can be changed, by squashing, bending, twisting and stretching. <p>(Britol University outreach, changing state – to contact after.....)</p>

		<ul style="list-style-type: none">• compare and group together a variety of everyday materials on the basis of their simple physical properties	
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