Progression Document for KS1 Science

Unit: Materials: Everyday Materials					
Big Question	**National Curriculum Links**	**Core Knowledge**	**Disciplinary Knowledge**	**Key Vocabulary**	**Outcomes**
How can we identify and compare everyday materials?	Distinguish between an object and the material it is made from, identify and name everyday materials, describe simple physical properties, compare and group materials, ask simple questions, carry out simple tests, observe closely and use observations to answer questions.	Objects are made from different materials, common materials include wood, plastic, glass, metal and fabric, materials have different physical properties, materials can be hard, soft, absorbent or waterproof, materials can be grouped according to their properties.	Observe and compare materials, sort and classify using simple criteria, ask questions, make predictions, carry out simple comparative tests, use observations to draw conclusions.	material, object, property, wood, plastic, metal, glass, fabric, absorbent, waterproof	Identify, describe and group everyday materials by their properties, using simple tests to support conclusions.
Unit: Making Connections: Fairytale Science					
Big Question	**National Curriculum Links**	**Core Knowledge**	**Disciplinary Knowledge**	**Key Vocabulary**	**Outcomes**
How can fairytales help us investigate the world around us?	Identify and compare common animals, identify and name body parts and senses, describe properties of everyday materials, compare materials for different purposes, ask simple questions, perform simple tests, observe closely, gather and record data.	Animals have different features and move in different ways, materials have different properties and uses, some materials are waterproof or absorbent, our senses help us observe the world, different body parts vary in sensitivity.	Plan simple investigations, make predictions, measure and compare results, order a method, decide what observations to record, gather data, present results in a block graph, draw simple conclusions.	material, property, waterproof, absorbent, senses, touch, animal, observation, test, conclusion	Apply knowledge of animals, materials and senses to investigate fairytale problems, carrying out simple tests and using results to draw conclusions.
Unit: Animals, Including Humans: Comparing Animals					
Big Question	**National Curriculum Links**	**Core Knowledge**	**Disciplinary Knowledge**	**Key Vocabulary**	**Outcomes**
How can we compare and classify different animals?	Identify and name common animals, identify carnivores, herbivores and omnivores, describe and compare animal structures, group animals by their features, ask simple questions, gather and record data, use observations and information to answer questions.	Animals have different physical features, animals can be grouped as mammals, birds, reptiles, amphibians and fish, animals have different diets, carnivores eat animals, herbivores eat plants, omnivores eat both.	Observe and compare animals, identify similarities and differences, classify using features, use secondary sources, gather and record data, present data in a block graph, use evidence to answer questions.	mammal, bird, reptile, amphibian, fish, carnivore, herbivore, omnivore, classify, feature	Identify, describe and classify animals using their physical features and diets, explaining similarities and differences between groups.
Unit: Living Things: Habitats					
Big Question	**National Curriculum Links**	**Core Knowledge**	**Disciplinary Knowledge**	**Key Vocabulary**	**Outcomes**
How do habitats help living things survive?	Explore and compare living, dead and never-living things, identify that living things live in suitable habitats, describe how habitats meet basic needs, identify and name plants and animals in habitats, describe simple food chains, ask questions, classify, research and use observations to answer questions.	Living things carry out life processes, habitats provide food and shelter, different plants and animals suit different habitats, plants produce their own food, animals depend on plants and other animals for food, food chains show feeding relationships.	Observe and classify living things, give reasons for classifications, ask scientific questions, research using secondary sources, identify patterns and relationships, construct and interpret simple food chains.	habitat, alive, life process, shelter, producer, consumer, food chain, carnivore, herbivore, omnivore	Identify living things and their habitats, explain how habitats meet their needs and construct simple food chains.

Unit: Plants: Plant Growth					
Big Question	**National Curriculum Links**	**Core Knowledge**	**Disciplinary Knowledge**	**Key Vocabulary**	**Outcomes**
What do plants need to grow and stay healthy?	Observe and describe how seeds and bulbs grow into mature plants, investigate and describe how plants need water, light and a suitable temperature to grow and stay healthy, observe closely, perform simple tests, gather and record data, use observations to answer questions.	Seeds and bulbs can grow into plants, seeds need water and warmth to germinate, plants need light for healthy growth, plants have a life cycle, humans can help care for plants and their environment.	Plan comparative tests, make observations, measure plant growth using rulers, record results in tables, compare growth under different conditions, use magnifying glasses to observe closely, draw diagrams to show life cycles.	seed, bulb, germination, shoot, seedling, growth, warmth, light, life cycle, condition	Explain what seeds and plants need to grow, describe the plant life cycle and use observations from comparative tests to explain how conditions affect growth.
Unit: Animals, Including Humans: Life Cycles and Health					
Big Question	**National Curriculum Links**	**Core Knowledge**	**Disciplinary Knowledge**	**Key Vocabulary**	**Outcomes**
How do animals grow and what do they need to stay healthy?	Notice that animals have offspring which grow into adults, describe the basic needs of animals for survival, describe the importance of exercise, a balanced diet and hygiene for humans, ask questions, observe closely, gather and record data, use observations to answer questions.	Animals reproduce and have offspring, offspring grow into adults, different animals have different life cycles, animals need food, water and air to survive, humans need exercise, a balanced diet and good hygiene to stay healthy.	Observe and compare life cycles, sequence stages of growth, ask scientific questions, gather and record data, identify patterns, use observations and evidence to draw conclusions.	offspring, adult, life cycle, survival, nutrition, exercise, hygiene, reproduce, growth, healthy	Describe how animals grow and change through their life cycles and explain what humans and other animals need to survive and stay healthy.