



**Together We Grow**

## **Buttsbury Infant School**

### **Curriculum Progression Statements**

At Buttsbury Infant School we pride ourselves on having an ambitious, broad and balanced curriculum. We follow the National Curriculum and ensure that there is progression throughout each subject, in all year groups. As we follow the National Curriculum, some progression is outlined in statutory documentation; where this is not explicit, we have used a range of other sources to guarantee there is appropriate challenge and variety.

This document sets out how Buttsbury Infant School's curriculum progresses in each subject.



### Buttsbury Infant School Science Skills Progression

<b>EYFS</b>	
<b><u>Skills progression</u></b>	<ul style="list-style-type: none"> <li>• Asking questions about aspects of their familiar world such as the place where they live, the natural world, plants, animals and found objects.</li> <li>• Talking about some of the things they have observed such as the place where they live, plants, animals, natural and found objects. To be able to recognise some environments that are different to the one where they live.</li> <li>• Having greater awareness of seasonal change- through understanding the effect of changing seasons on the natural world around them and understanding some important processes and changes in the natural world including the seasons and changing of matter.</li> <li>• Describing what they see, hear, feel whilst outside and exploring the natural world around them.</li> <li>• Understanding and talking about why things happen and why things work.</li> <li>• Understanding more about growth, decay and changes over time.</li> <li>• Identifying features of living things, such as animals with legs or those with wings.</li> <li>• Exploring the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• <b>Key Vocabulary -</b></li> </ul>
<b><u>Early learning goals</u></b>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>

	<b>Year 1</b>	<b>Year 2</b>
<b>Working Scientifically</b>	<p>Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closely Perform simple tests</p> <p>Identify and classify Use his/her observations and ideas to suggest answers to questions</p> <p><b>Key Vocabulary – question, answer, observe, identify, sort, compare, describe</b> CREST linked investigation for each area <a href="https://primarylibrary.crestawards.org/all-star-challenges/61746949">https://primarylibrary.crestawards.org/all-star-challenges/61746949</a></p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum Use simple equipment to observe closely including changes over time Perform simple comparative tests Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information <b>Key Vocabulary - question, answer, observe, identify, sort, equipment, classify, diagram, chart, data, compare, contrast, describe, record</b></p> <p>CREST linked investigation for each area</p>

		<a href="https://primarylibrary.crestawards.org/all-star-challenges/61746949">https://primarylibrary.crestawards.org/all-star-challenges/61746949</a> <b>CREST INVESTIGATION</b> - Testing timers Brilliant bubbles (Scientific enquiry focus)
<b>Animals including Humans</b>	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) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense <b>Key Vocabulary – common animals, fish, amphibians, reptiles, birds, mammals, pets, omnivores – meat and plants, carnivores, herbivores</b> <b>Senses – tongue – taste, eyes – vision, nose – smell, skin – touch, ears – hearing</b>  <b>Linked inventors/scientists - George Mottershead – founded Chester Zoo in 1931 – unusual at the time as the animals were in large enclosures rather than cages</b> <b>Linda Brown Buck – American biologist who discovered that mammals have odorant detectors in their noses meaning they can smell 10,000 different smells</b>  <b>CREST INVESTIGATION</b> - Animal Adventure (Animals)	Understand that animals, including humans, have offspring which grow into adults 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  <b>Key Vocabulary – offspring, grow, adults</b> <b>Survival – water, food, air, exercise, hygiene</b> <b>Nutrition, reproduce, baby, toddler, child, teenager, adult</b>  <b>Linked inventors/scientists - Louis Pasteur – discovered germs are living things that can be spread through touch or through the air</b>  <b>CREST INVESTIGATION</b> - Sneaky shadows (Animals including humans)
<b>Everyday Materials, Properties and Change of Materials</b>	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 <b>Key Vocabulary - wood, plastic, glass, metal, water, rock, brick, paper, elastic, plastic, foil</b> <b>Properties, Hard/soft, stretchy/stiff, shiny/dull, rough/smooth, waterproof/not waterproof, absorbent/not absorbent, bendy/not bendy</b>  <b>Linked inventors/scientists - Ole Kirk Christiansen – invented Lego in 1949</b> <b>CREST INVESTIGATION</b> - Useless umbrella (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 Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <b>Key Vocabulary - wood, metal, plastic, glass, brick, rock, paper, cardboard</b> <b>Squashing, bending, twisting, stretching</b> <b>waterproof, hard, soft, stretchy, bendy</b>  <b>Linked inventors/scientists - John Dunlop – rubber, Charles Mackintosh - waterproof</b> <b>CREST INVESTIGATION</b> - Be safe, be seen OR Scrap yard scraps (Use of everyday materials)
<b>Plants</b>	To keep an ongoing record of how plants change over time To explore growth of flowers and vegetables Gather and record data to help in answering questions. 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 <b>Key Vocabulary – common, garden plants, wild plants, deciduous, evergreen, tree – deciduous, evergreen, branches, leaves, root, trunk, plant – leaf, root, bud, flower, bulb, seed</b> <b>blossom, petal stem, fruit, vegetable</b>	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 and stay healthy. <b>Key Vocabulary – water, light, suitable temperature, grow, healthy, germination, reproduction</b>  <b>Linked inventors/scientists - Tim Smit – had idea for the Eden project, Nicholas Grimshaw – designed Biomes for the Eden project, Jane Colden – thought to be Americas first female Botanist</b>

	<p><b>Linked inventors/scientists -</b>  <b>CREST INVESTIGATION</b> - Plant detectives (Plants)</p>	
<p><b>Weather and Seasonal Changes</b></p>	<p>Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies  <b>Key Vocabulary – summer, winter, autumn, spring, day, daytime, wind, rain, snow, hail, sleet, fog, sun, hot, warm, cold</b></p> <p><b>Linked inventors/scientists - George James Symons – invented his own version of the rain gauge, still used by meteorologists today</b>  <b>CREST INVESTIGATION</b> - Rainbow challenge (Seasonal changes)</p>	
<p><b>Living Things and Their Habitats</b></p>		<p>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 plants, and how they depend on each other  Identify and name a variety of plants and 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  <b>Key Vocabulary – living, dead, never alive, habitats, micro-habitats, food, food chain, sun, human, alive, healthy, leaf litter, stony path, shelter, seashore, ocean, rainforest, conditions, hot/warm/cold, dry/damp/wet, bright/shade/dark</b></p> <p><b>Linked inventors/scientists - Gerald Durrell - conservationist</b>  <b>CREST INVESTIGATION</b> - Discovery bag (Living things and their habitats)</p>