



Croftlands Infant School Science Knowledge Progression Map 2022/23

| | Birth to 3 | 3 - 4 | Reception | Y1 | Y2 |
|--------------------------------|---|--|--|---|---|
| Working scientifically. | I can notice detailed features of objects in my environment. | <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>I can talk about why things happen and how things work.</p> <p>I can respond to simple instructions</p> <p>I can questions why things happen and gives explanation.</p> <p>I am beginning to understand 'why' and 'how' questions.</p> | <p>I look closely at similarities, differences, patterns and change.</p> <p>I explore the natural world around me.</p> <p>I describe what I see, hear and feel whilst outside.</p> | <p>I ask simple questions and recognising that they can be answered in different ways</p> <p>I observe closely, using simple equipment</p> <p>I perform simple tests I identify and classify.</p> <p>I use my observations and ideas to suggest answers to questions.</p> <p>I gather and record data to help in answering questions.</p> | <p>I ask simple questions and recognise that they can be answered in different ways.</p> <p>I observe closely, use simple equipment.</p> <p>I perform simple tests.</p> <p>I can use my observations and ideas to suggest answers to questions.</p> <p>I can gather and record data to help in answering questions.</p> |
| Plants | I explore and respond to different natural phenomena in my setting and on my trips. | <p>I plant seeds and care for growing plants.</p> <p>I understand the key features of the life cycle of a plant and an animal.</p> | I can make observations of plants and explain why some things occur and talk about changes. | <p>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | <p>I observe and describe how seeds and bulbs grow into mature plants.</p> <p>I find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> |



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| <p>Animals including humans</p> | <p>I explore and respond to different natural phenomena in my setting and on my trips.</p> | <p>I understand the key features of the life cycle of a plant and an animal.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things.</p> | <p>I make observations of animals and explain why some things occur and talk about changes.</p> | <p>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> | <p>I notice that animals, including humans, have offspring which grow into adults.</p> <p>I find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>I describe the importance for humans of exercise,</p> |
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| | | | | <p>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> | <p>eating the right amounts of different types of food, and hygiene.</p> |
| Materials | <p>I explore and respond to different natural phenomena in their setting and on trips.</p> <p>I can repeat actions that have an effect.</p> <p>I explore materials with different properties.</p> <p>I explore natural materials, indoors and outside.</p> | <p>I use all their senses in hands on exploration of natural materials.</p> <p>I explore collections of materials with similar and/or different properties.</p> <p>I can talk about what they see, using a wide vocabulary.</p> <p>I can talk about the differences between materials and changes they notice.</p> | <p>I know about similarities and differences in relation to objects and materials.</p> | <p>I can distinguish between an object and the material from which it is made.</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>I can describe the simple physical properties of a variety of everyday materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | <p>I 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>I find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> |
| Seasonal changes | <p>I explore and respond to different natural phenomena in their setting and on trips.</p> | <p>I can talk about what I see, using a wide vocabulary.</p> | <p>I understand the effect of changing seasons on the natural world around them.</p> | <p>I observe changes across the four seasons.</p> <p>I observe and describe weather associated with the seasons and how day length varies</p> | |
| Living things and their habitats. | <p>I explore natural materials, indoors and outside.</p> | <p>I plant seeds and care for growing plants.</p> <p>I understand the key features of the life cycle of a plant and an animal.</p> | <p>I know about similarities and differences in relation to living things</p> | | <p>I explore and compare the differences between things that are living, dead, and things that have never been alive.</p> |

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| | | | | | <p>I 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.</p> <p>I identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>I 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> |
| Rocks | | | | | |
| Light | | | | | |
| Forces and magnets | | I explore and talk about different forces they can feel. | | | |
| States of matter | | | | | |
| Sound | | | | | |
| Electricity | | | | | |
| Earth and space | | | | | |
| Evolution and inheritance. | | | | | |