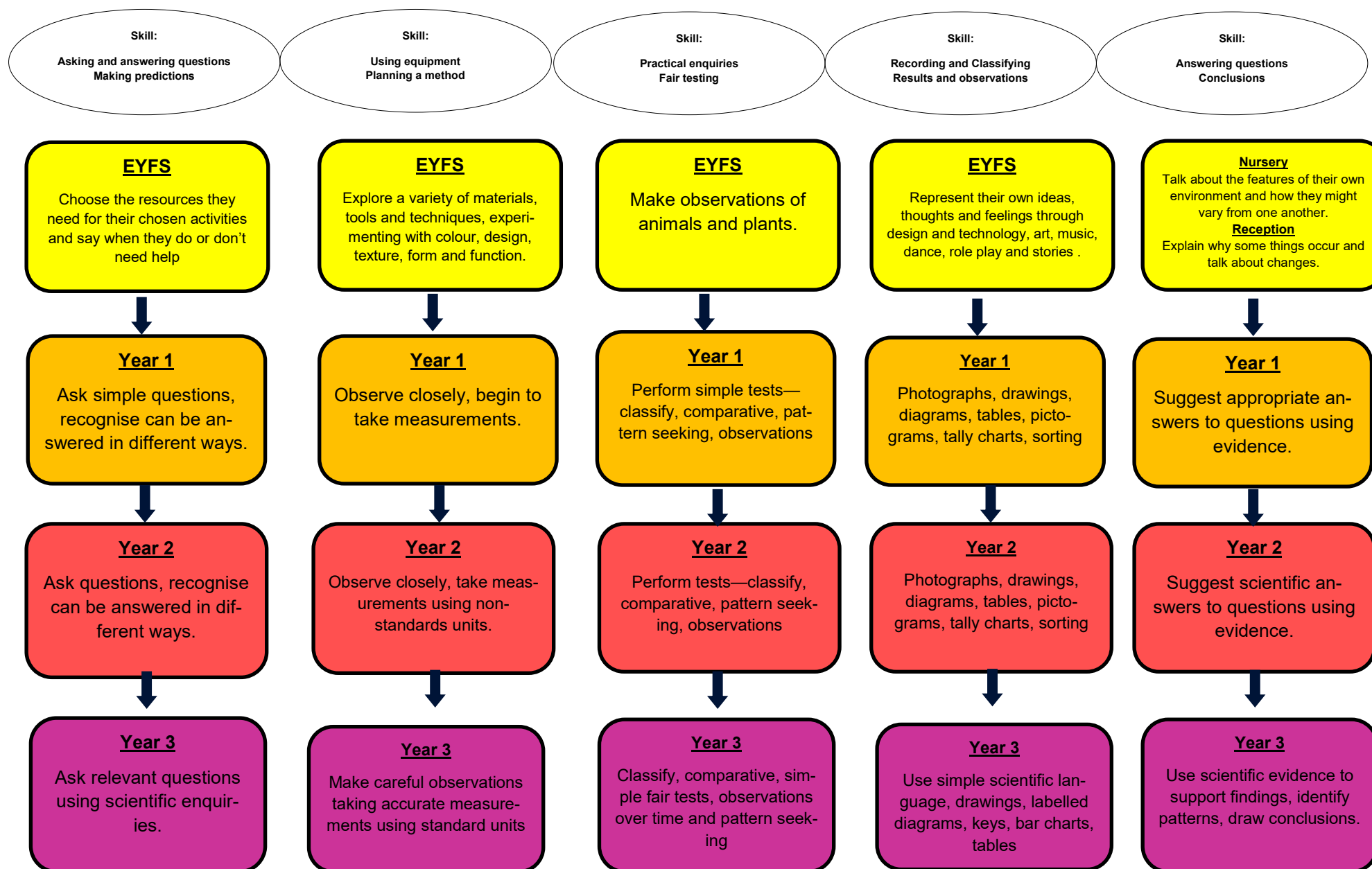
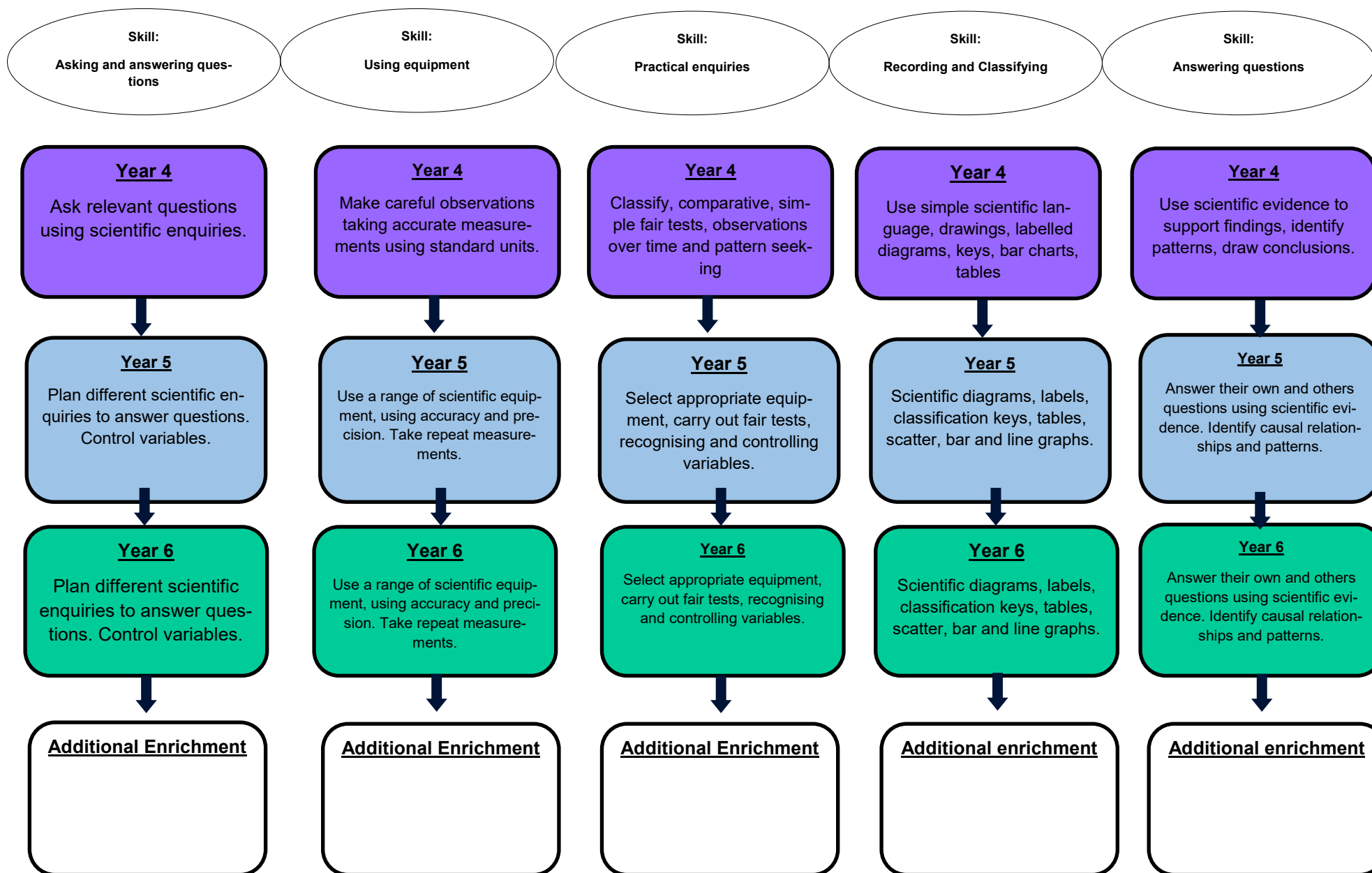


Subject Skills Progression



Subject Skills Progression



Subject Knowledge Progression

Knowledge: Plants & living things

EYFS:

Know similarities and differences between plants and animals

Reception:

Know that plants grow from seeds or bulbs.

Caterpillar hatching/ Chick hatching



Year 1

I can identify and describe the basic structure of a variety of common flowering plants, including trees.

I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.



Year 2

Plants: I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Living things: I can identify and name a variety of plants and animals in their habitats, including micro-habitats. I can explore and compare the differences between things that are living, dead, and things that have never been alive. I can 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. I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify



Year 3

I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can 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. I can investigate the way in which water is transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Subject Knowledge Progression

Knowledge: Plants & living things

Year 4

I can recognise that living things can be grouped in a variety of ways. I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

I can recognise that environments can change and that this can sometimes pose dangers to living things.



Year 5

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

I can describe the life process of reproduction in some plants and animals.



Year 6

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.

I can give reasons for classifying plants and animals based on specific characteristics.



Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)

Year 1—Hobbedown Year 2—Wisley life cycles and habitats

Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Animals inc. humans

EYFS

Know similarities and differences, in animals—fur/scales/sea/land etc



Year 1

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. I can identify and name a variety of common animals including fish, amphibians, reptiles, mammals and birds. I can describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets). I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.



Year 2

I can notice that animals, including humans, have offspring which grow into adults. I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air). I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



Year 3

I can 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.
I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Subject Knowledge Progression

Knowledge: Animals inc. humans

Year 4

I can describe the simple functions of the basic parts of the digestive system in humans. I can identify the different types of teeth in humans and their simple functions. I can construct and interpret a variety of food chains, identifying producers, predators and prey.



Year 5

I can describe the changes as humans develop to old age.



Year 6

I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. I can describe the ways in which nutrients and water are transported within animals, including humans.



Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)
Year 1—Hobbledown Year 2—Wisley life cycles and habitats
Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Evolution & Inheritance

Nursery

N/A

Reception

Dinosaurs—types of dinosaurs, characteristics of dinosaurs.



Year 1

N/A



Year 2

I can 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. (Y2 - Living things and their habitats)

I can notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)



Year 3

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)

I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)

Subject Knowledge Progression

Knowledge: Evolution & Inheritance

Year 4

I can recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)



Year 5

I can describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)



Year 6

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



Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)
Year 1—Hobbledown Year 2—Wisley life cycles and habitats
Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Sound

EYFS

Recognising sounds—listening to different sounds / Making sounds



Year 1

I know that sounds can be described as loud and quiet sounds.
I can identify and describe sounds.



Year 2

N/A



Year 3

N/A

Subject Knowledge Progression

Knowledge: Sound

Year 4

I **can** identify how sounds are made, associating some of them with something vibrating.

I can recognise that vibrations from sounds travel through a medium to the ear.

I can find patterns between the pitch of a sound and features of the object that produced it.

I can find patterns between the volume of a sound and the strength of the vibrations that produced it.

I can recognise that sounds get fainter as the distance from the sound source increases.

Year 5

N/A

Year 6

I know the speed of sound and how this relates to how we hear and see objects. I can investigate how sounds are created and how they travel through different media. I can explain the relationship between frequency, wavelength and amplitude. I can explain how humans hear.

Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)

Year 1—Hobbledown Year 2—Wisley life cycles and habitats

Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

**Knowledge: Seasonal changes / Earth
& Space**

EYFS

Play and explore outside in all seasons—name the seasons.

Reception

Name sun, moon, earth, stars , planets



Year 1

I can observe changes across the four seasons.

I can observe and describe weather associated with the seasons. I can observe how day length varies.



Year 2

N/A



Year 3

Light — I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

I know the order of the seasons. I can name the seasons. I can identify the key changes in each season.

Subject Knowledge Progression

Knowledge: Seasonal changes / Earth & Space

Year 4

I can name the planets in our solar system.

I know the order of the planets

Year 5

I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.

I can describe the movement of the Moon relative to the Earth.

I can describe the Sun, Earth and Moon as approximately spherical bodies.

I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Year 6

N/A

Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)

Year 1—Hobbledown Year 2—Wisley life cycles and habitats

Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Materials

Nursery

Recognise that objects are made from different materials and use basic language to describe how they feel (e.g. this is soft, this is hard)

Reception

Know similarities and differences in different everyday materials. Including natural.



Year 1

I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties.



Year 2

I can identify and describe the suitability of a variety of everyday materials, including wood, metal, glass, brick, rock, paper and cardboard for particular uses. I can find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.



Year 3

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) I can 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. (Y3 - Forces and magnets)

Subject Knowledge Progression

Knowledge: Materials

Year 4

I can compare and group materials together, according to whether they are solids, liquids or gases. I can 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). I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. I can recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)

Year 5

I can 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. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. I use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. I give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. I demonstrate that dissolving, mixing and changes of state are reversible changes. I 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.

Year 6

N/A

Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)

Year 1—Hobbledown Year 2—Wisley life cycles and habitats

Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Electricity

Nursery

N/A

Reception

How things work—which need electricity? Exploration play with circuit resources

Year 1

N/A

Year 2

To know the difference between mains and battery powered. To name objects which are mains and battery powered. To know the dangers around electricity
To know how to stay safe around electricity.

Year 3

N/A

Subject Knowledge Progression

Knowledge: Electricity

Year 4

I can identify common appliances that run on electricity. I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. I can 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. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. I can recognise some common conductors and insulators, and associate metals with being good conductors.



Year 5

N/A



Year 6

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. I can 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. I can use recognised symbols when representing a simple circuit in a diagram.



Additional Enrichment

Nursery—Travelling Zoo	Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)
Year 1—Hobbledown	Year 2—Wisley life cycles and habitats
Year 3—Painshill	Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Light

EYFS

Light exploration with torches and use of dark tent . What is a shadow?



Year 1

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. (Y1 - Animals, including humans)

I can describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)



Year 2

I can explore light. I can identify different light sources. I can understand the difference between primary and secondary light sources. I can understand that light cannot pass through some materials. I can understand how a shadow is formed.



Year 3

I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes. I can recognise that shadows are formed when the light from a light source is blocked by an opaque object. I can find patterns in the way that the size of shadows change.

Subject Knowledge Progression

Knowledge: Light

Year 4

N/A

Year 5

I can 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. (Y5 - Properties and changes of materials)

Year 6

I can recognise that light appears to travel in straight lines. I can 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. I can 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. I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)
Year 1—Hobbledown Year 2—Wisley life cycles and habitats
Year 3—Painshill Year—Winchester Science Centre

Subject Knowledge Progression

Knowledge: Forces

EYFS

Magnet play exploration.

Reception

How does wind make things move?



Year 1

I know what a push and pull is.

I know that different materials effect the push and pull.



Year 2

I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)



Year 3

I can compare how things move on different surfaces. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.. I can observe how magnets attract or repel each other and attract some materials and not others. I can 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. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Subject Knowledge Progression

Knowledge: Forces

Year 4

N/A

Year 5

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces. I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Year 6

N/A

Additional Enrichment

Nursery—Travelling Zoo Reception—Freshwater Theatre Space Workshop, Teach Rex (Dinosaurs)
Year 1—Hobbledown Year 2—Wisley life cycles and habitats
Year 3—Painshill Year—Winchester Science Centre