

Science Progression from EYFS - Y1

The children will be exploring the natural world around them, describing what they see, hear and feel whilst outside. They will recognise some environments that are different to the one in which they live and understand the effect of changing seasons on the natural world. The children will manage their own needs such as dressing and going to the toilet. around them.

**EYFS
Spring**

The children will be learning to plant seeds and care for them. They will be gaining knowledge of how to understand the key features of the life cycle of a plant and an animal. The children will begin to understand the need to respect and care for the natural environment and all living things.

**EYFS
Autumn**

**EYFS
Summer**

The children will be exploring the natural world around them, making observations and drawing pictures of animals and plants. They will 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. The children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. The children will manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**Year 1
Autumn**

This unit reconnects to that prior learning by looking at the parts of the human body and their functions. Children then move on to study the eye in more detail, learning that scientists look closely at things to find out how they work. Children then progress to find out more about our ears, how we hear and the importance of hearing. Touch, taste and smell are studied, and children will begin to understand that our senses help us to process what is happening around us, helping us to be aware of the world we live in. Children will consider the role of our senses in protecting us from danger. Children will be looking closely at animals in the natural world around them and will learn that animals are living organisms that move around and breathe. Children will be introduced to the idea of grouping animals, a scientific concept that will be built upon in subsequent. Children will learn scientific terminology such as carnivore, herbivore and omnivore. Understanding that scientists group things will help children to develop disciplinary knowledge in science, how science works and how scientists have arrived at the knowledge we currently have.

**Year 1
Spring**

Children will learn to recognise seasonal and daily changes in the weather. Children will learn that meteorologists are scientists who study and predict the weather. They will learn that weather forecasts help people to prepare for different kinds of weather. They will study clouds and will find out about three different types of cloud and the weather they bring; cirrus, cumulus and stratus. Children will look at weather forecasts and the symbols used to indicate different types of weather. children build awareness of local and global issues relating to human interaction with the environment. In this unit pupils will learn about the Earth's natural resources and how people harvest and use them. They will be introduced to the concept of renewable and non-renewable resources. Logging is introduced and pupils will learn about the negative environmental impact this process can have. Pupils will also think about ways in which we can reduce our impact on the environment, from planting trees to recycling paper.

**Year 1
Summer**

Children will learn about the key parts of a plant including the roots, stem, leaves and flower. They will investigate how seeds germinate, using a fast-growing seed such as cress. They will find out the conditions that seeds are unlikely to grow in, such as in the darkness or without moisture. Where possible, encourage pupils to grow plants within the classroom, from bulbs, cuttings or seeds, taking advantage of this unit being scheduled for the summer term. Children will learn to distinguish everyday objects from the material they are made from. They will recognise everyday materials such as wood, plastic, glass, metal and rock. They will become familiar with key vocabulary used to describe everyday materials, such as soft, hard, flexible, strong, opaque and transparent. They will compare and group together materials based on their properties. Pupils will begin to understand that scientists and engineers study the properties of materials before making decisions. They will study the engineer John Dunlop, of Dunlop Tyres, who invented the inflatable rubber tyre.