St Mary's Horsforth Catholic Voluntary Academy Long term plan for Progression of Science Knowledge 2023-2024

	Autumn term		Spring term		Summer term	
Reception	Throughout the year in Reception, we will be looking closely at similarities, differences, patterns and change. Through observing and going on walks to watching how the seasons are changing, seeing how this alters the landscape around us. We will also be caring for and maintain our class herb garden as well as planting seasonable bulbs / seeds, such as daffodils, tulips, snowdrops (in Autumn) and peas & beans in (Spring). This will allow the children time to explore the world around them and to understand where food comes from and the time process of past and present. We also have chicks and butterflies in the classroom to observe life cycles. We use *Digimaps programme* in school which helps us to see local and world-wide places on the maps, as well as landmarks.					
	Season wall Planting Water play- sinking, floating, water Shadows play Sun / puddles		Season walk Daffodil observations Life cycle Farm trip: animals, eating habits Growing		Season walk Trip to Horsforth Park: wildlife Growing & Harvesting. Materials.	
Year 1	Animals including humans Seasonal changes	Animals including humans	Materials Seasonal changes	Materials	Plants Seasonal changes	Plants
Year 2	Living things and their habitats	Living things and their habitats	Materials	Plants	Animals including Humans	Animals including Humans
Year 3	Rocks & Soils	Rocks & Soils	Light	Forces and Magnets	Plants	Animals including Humans
Year 4	States of Matter	Electricity	Living Things and their Habitats		Sound	Animals including humans
Year 5	Forces	Earth and Space	Properties or Materials	Changes of State	Living Things and Their Habitats	Animals Including Humans
Year 6	Light	Electricity	Living things and their habitats- classification	Evolution and Inheritance	Animals, including humans – Circulatory System and Health	

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EYFS

Throughout the year in Reception, we will be looking closely at similarities, differences, patterns and change. Through observing and going on walks to watching how the seasons are changing, seeing how this alters the landscape around us. We will also be caring for and maintain our class herb garden as well as planting seasonable bulbs / seeds, such as daffodils, tulips, snowdrops (in Autumn) and peas & beans in (Spring). This will allow the children time to explore the world around them and to understand where food comes from and the time process of past and present. We also have chicks and butterflies in the classroom to observe life cycles.

We use *Digimaps programme* in school which helps us to see local and world-wide places on the maps, as well as landmarks.

Autumn - Season walk: Looking at the changes in the season around school and in gardens (Tapestry). Watching the trees changes i.e. the fruit trees in school picking the fruit, leaves falling. **Planet Earth:** We look at what is natural and man-made objects, which links into the RE topic God's World. We go on a walk around school and the children take pictures of things that are natural to the world. **Planting:** Plant Spring bulbs such as daffodils, tulips, crocuses. How long will it take to grow, looking at time, what they will need to grow. Materials changing properties: We look at how some materials can change over time and some stay the same i.e. water & ice; chocolate, powders i.e. paint when water is added then dries… etc. **Water play:** Sinking and floating, flow of water, hot and cold… etc. **Shadows play:** Can they draw round themselves? What do they need to see their shadow (i.e. the sun)? **Sun / puddles:** On a warm day what happens to the puddles? Draw a circle around the puddle and watch it get smaller.	**Spring – Season walk:** As part of the RE topic 'New Life', looking for new plants sprouting new shoot, blossom, what are the different colours? **Daffodils:** Daily change of daffodils from bud to deadhead- Children observe and discuss changes over time – take a photo of each day then watch as a time laps video. **Life cycle:** We also have butterfly eggs and we watch as they grow and change over time and how their habitat changes depending on which part of the cycle, they are in. **Farm trip:** Looking at where animals live. How do they live? What do they need to survive? Travelling by coach to the trip. How is it different to being in a car? Picnic food and tidying up after they have eaten and why we can't leave our rubbish. What would happen if the animals got it? **Growing:** What do we need for plants to grow? Talk about the soil, light, water. Experiment with cress to see if it grows best on dry or wet cotton wool. Plant sunflower seeds, beans, strawberries, how often do we need to water them. Shade and light which is warmer and better conditions for plants to grow in? Plant vegetable seeds such as peas, beans, carrots… etc. to learn where food comes from.	**Summer – Season walk:** Looking at the fruit growing on the trees, strawberries, vegetables growing how the trees have changed. **Minibeast hunt:** Where is the best place to find minibeasts? In dry, damp, light, dark, hot, cold places. We go on a worm hunt and make wormeries, which requires us to use different materials such as small peddles, sand, dry leave, grass. Record what and how many different minibeasts they see on different days, does the weather make a difference? **Trip to Horsforth Park:** Walking safety down the local streets looking for safe places to cross the road. What wildlife can they see in the park? Make a tally chart to record their information. **Growing & Harvesting:** What has happened to the seeds we planted in Spring? Have we grown any food? Try eating it? What could we do to improve the plants? **Materials:** We investigate if all liquid flow and if yes do they travel at the same speed done ramps – we use water, oil, paint, syrup.

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National Curriculum statements in blue are from other linked topics.

Plants						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes.	• 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.	• 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. • *Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats*	• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	*Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats)* *• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats)* *• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats*	*• Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)*	*Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats)* *• Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)*
	Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud	As for year 1 plus - light, shade, sun, warm, cool, water, grow, healthy, germinate	Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal			

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National Curriculum statements in blue are from other linked topics.

Animals, including humans						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They make observations of animals and plants and explain why some things occur, and talk about changes.	• 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	• notice that animals, including humans, have offspring which grow into adults • find out about and 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.	• 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement.	• describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.	• *describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5 - Living things and their habitats)* • *describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)*	• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. • *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things)* • *Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things)*
•	Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves	Offspring, reproduction, growth, child, young/old stages (examples - chick/hen, baby/child/adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples – meat, fish, vegetables, bread, rice, pasta)	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints	Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain	Vocab to be decided alongside PSHE puberty topic	Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs and lifestyle

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National Curriculum statements in blue are from other linked topics.

Living things and their habitats						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes.	• *Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants)* • *Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants)* • *Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals incl humans)* • *Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans)* • *Describe and compare the structure of a variety of common animals. (Y1 – Animals, incl humans)* • *Observe changes across the four seasons. (Y1 - Seasonal change)*	• 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 microhabitats • 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. • *Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)*	• *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 (Y3- animals incl humans)* • *Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)*	• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. • *Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)*	• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of reproduction in some plants and animals.	• 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 • give reasons for classifying plants and animals based on specific characteristics.
	•	Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, names of local habitats e.g. pond, woodland etc., names of micro-habitats e.g. under logs, in bushes etc.	•	Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate	Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering and non-flowering

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National Curriculum statements in blue are from other linked topics.

Evolution and inheritance						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur and talk about changes.		*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)*	• *compare and group together different kinds of rocks on the basis of their appearance and simple physical properties* • *describe in simple terms how fossils are formed when things that have lived are trapped within rock* • *recognise that soils are made from rocks and organic matter Y3- Rocks .*	• *Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)*		• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
						Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils

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National Curriculum statements in blue are from other linked topics.

Materials						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They explain why some things occur, and talk about changes.	• 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.	• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	• *Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.* • *recognise that soils are made from rocks and organic matter. (Y3 - Rocks)* • *Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (Y3 - Forces and magnets)*	• compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	• 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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.	
	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through	Additional to year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/puling, twist/twisting, squash/squashing. Bend/bending, stretch/stretching		Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle	Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material	

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National Curriculum statements in blue are from other linked topics.

Rocks						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	*Distinguish between an object and the material from which it is made. (Y1 - Everyday materials)* • *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials)* • *Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials)* • *Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - 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. (Y2 - Uses of everyday materials)*	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.			• *Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)*
			k, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil			

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National Curriculum statements in blue are from other linked topics.

Forces						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They explain why some things occur, and talk about changes.		*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)*	• compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing.		**Earth and Space** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	
		Force push pull	Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole		Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	

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National Curriculum statements in blue are from other linked topics.

Light						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes.	*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)*		• recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change.			• recognise that light appears to travel in straight lines • 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 • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
			Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous			As for year 3 plus straight lines, light rays.

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National Curriculum statements in blue are from other linked topics.

Sound						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes.	*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)			• identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases.		
•				Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation		

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Electricity					
Y1	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
			• identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	Recap and discuss electrical conductivity (Properties of materials)	• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram.
			Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol		Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage - NB Children do not need to understand what voltage is but will use volts and voltage to describe different batteries. The words cells and batteries are now used interchangeably

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National Curriculum statements in blue are from other linked topics.

Seasonal changes						
EYFS	**Y1**	**Y2**	**Y3**	**Y4**	**Y5**	**Y6**
• Children know about similarities and differences in relation to places, objects, materials and living things. • They talk about the features of their own immediate environment and how environments might vary from one another. • They make observations of animals and plants and explain why some things occur, and talk about changes.	• observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.		*• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)*		• *describe the movement of the Earth, and other planets, relative to the Sun in the solar system* • *describe the movement of the Moon relative to the Earth* • *describe the Sun, Earth and Moon as approximately spherical bodies* • *use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.* *Y5- Light*	
	Weather (sunny, rainy, windy, snowy etc.), seasons (Winter, Summer, Spring, Autumn), sun, sunrise, sunset, day length, monsoon, khareef, thunder storm					