

**Nursery to Year 1 Subject Progression**

**EYFS Topic Links; Forest School Sessions; Ready, Steady, Grow!; On the Farm; Mad about Minibeasts**

	2- 3 Year Olds	3-4 Year Olds	Reception	Early Learning Goal	KS1 National Curriculum	Key stage 1 National Curriculum
<p><b>Science</b></p> <p><b>Changes</b></p>	<p><b>The Natural World</b></p> <p>Children at the expected level will be able to:</p> <p><b>Changes</b></p> <ul style="list-style-type: none"> <li>-I can notice changes with some adult support.</li> <li>-I can talk about what I see, using basic vocabulary.</li> </ul>	<p><b>The Natural World</b></p> <p>Children at the expected level will be able to:</p> <p><b>Changes</b></p> <ul style="list-style-type: none"> <li>-I show an awareness of change, as I can talk about the differences between materials and changes that I notice using simple terms to describe.</li> <li>-I can bake with an adult.</li> <li>-I can tell you what happens when something goes into the oven.</li> <li>-I know chocolate melts.</li> <li>-I can explore ice and I begin to understand why ice melts.</li> <li>-I can make ice melt in a variety of ways (water, salt, heat).</li> <li>-I can see my shadow.</li> <li>-I can explore with a torch.</li> <li>-I can go in the dark den.</li> <li>-I know when the light is on.</li> <li>-I can make shadows with light.</li> <li>-I can explore a dark den and tell you how it looks and feels.</li> </ul>	<p><b>The Natural World</b></p> <p>Children at the expected level will be able to:</p> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>-I can observe the natural world outside my classroom.</li> <li>-I can use my senses to explore the natural world.</li> </ul> <p><b>Changes</b></p> <ul style="list-style-type: none"> <li>-I can understand that living things, objects and materials can change.</li> <li>-I can describe what I see, hear, and feel whilst exploring inside and outside.</li> <li>-I understand through books and making observations that living things and materials can change.</li> </ul>	<p><b>The Natural World</b></p> <p>Children at the expected level will be able to:</p> <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants.</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i></p> <p><b>The Natural World</b></p> <p><b>Changes</b></p> <p>I understand that some important processes and changes in the natural world around me.</p>	<p><b>Children at the expected level will be able to:</b></p> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>-I can ask simple questions and recognise that they can be answered in different ways.</li> <li>-I can observe closely, using simple equipment.</li> <li>-I can perform simple tests.</li> <li>-I can Identify and classify.</li> <li>-I can use my observations and ideas to suggest answers to questions.</li> <li>-I can gather and record data to help in answering questions.</li> </ul>	<p>The national curriculum for science aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>• develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</li> <li>• develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.</li> <li>• are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.</li> </ul> <p><b>Plants:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><b>Animals – including humans:</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including</li> </ul>
<p><b>Materials</b></p>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-I can talk about materials. (Collections of the same materials, e.g. shells, leaves).</li> <li>-I can talk about what I can see.</li> <li>-I can explore natural</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-I can explore collections of different materials with similar and different properties.</li> <li>-I can name some common materials, e.g. sand, wood, glass, brick, clay, fabric, etc.</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-I can name some common materials e.g. sand, wood, brick, clay, fabric.</li> <li>-I can use language to describe common features of materials e.g. colour, texture and size.</li> <li>-I can describe and make</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>-I can experiment with making changes to materials.</li> <li>-I can ask and answer ‘how’ and ‘why’ questions, such as how things happened and how they work.</li> <li>-I can choose how I classify</li> </ul>	<p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>-I can distinguish between an object and the material it is made from.</li> <li>-I can describe the simple physical properties of a variety of everyday materials.</li> <li>-I can identify and name a</li> </ul>	

	materials both indoors and outside, using my senses to discover textures, shapes and more.	with adult support.	comparisons between materials. -I can talk about the changes to materials that I notice.	objects according to their properties.	variety of everyday materials, including wood, plastic, glass, metal, water and rock. -I can compare and group together a variety of everyday materials on the basis of their simple physical properties.	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>Forces and Movement</b>	<b>Forces and Movement</b> -I can explore how things work. -I notice what happens if I snap a twig. -I can push a trike. -I can pull a chair to where I need it. -I can move water.	<b>Forces and Movement</b> -I can explore how things work, and I can talk about 'contact' forces such as pushes and pulls. -I can use a magnet. -I can notice when I put something heavy in the water that it sinks down. -I can tell you what cannot bend. -I can explore floating and sinking and experiment with different objects.	<b>Forces and Movement</b> -I can explore 'non-contact' forces such as gravity or magnetism. -I can describe what I see, hear and feel whilst exploring inside and outside.	<b>Forces and Movement</b> -I can notice links between cause and effect as I explore changes such as speed, direction, shape or magnetism. -I can describe and make comparisons.	-I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -I can explain how shapes can be changed by squashing, bending, twisting and stretching.	<b>Everyday Materials:</b> Pupils should be taught to: - 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>Seasonal Changes</b>	<b>Seasonal Changes</b> -I can talk about how the weather changes, and that different places/countries have different weather. -I can name some types of weather e.g. rainy, sunny, windy, snowy, cloudy, and stormy.	<b>Seasonal Changes</b> -I can talk about some natural features that I see and feel during different seasons, including different weather. -I can talk about the clothes that I need for different seasons/weather and why. -I am beginning to explore my five senses (taste, touch, listen, sight, smell). -I can describe what I see/hear/ feel using extended vocabulary	<b>Seasonal Changes</b> -I can name the four seasons. -I can order the four seasons. -I can describe how the seasons can affect the natural world and how things grow. E.g. acorns and conkers are found in autumn and some trees have no leaves in the winter. -I can use descriptive words to describe what I can see. -I can talk about the weather and describe it.	<b>Seasonal Changes</b> -I can notice and describe seasonal weather patterns. I can ask how and why questions.	<b>Seasonal Changes</b> -I can observe and describe changes across the four seasons. -I can observe and describe the weather associated with the seasons and how day length varies.	<b>Seasonal Changes:</b> Pupils should be taught to: - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies <b>Working Scientifically:</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: - Asking simple questions and recognising that they can be answered in different ways - Observing closely, using simple equipment - Performing simple tests - Identifying and classifying - Using their observations and ideas to suggest answers to questions - Gathering and recording data to
<b>Living Things- Animals</b>	<b>Living Things- Animals</b> -I can name some animals correctly. -I can use simple language to describe animals.	<b>Living Things- Animals</b> -I can examine animals to find out more about them. -I can use my senses to explore. -I can use the correct basic scientific vocabulary to describe parts on animals. -I can explain a simple lifecycle e.g. butterfly, chicks	<b>Living Things- Animals</b> -I can talk about what animals need to survive and grow healthy. -I can explain where a range of animals live. -I can describe habitats and some microhabitats. -I can identify an animal. -I can say bird names familiar to my outdoors.	<b>Living Things- Animals</b> -I can make close observations of animals in the natural world. -I can make comparisons and identify similarities and differences. -I understand through books and observations that animals change, and I explain a range	<b>Animals including humans</b> -I can identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. -I can identify and name a variety of animals that are carnivores, herbivores and omnivores. -I can describe and compare the	

		<p>or frogs. -I can tell you that a chick comes from an egg.</p>	<p>-I can say animal names.</p>	<p>of lifecycles. -I understand how animals grow and change.</p>	<p>observable features of animals from a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). -I can identify, name, draw and label the basic parts of the human body. -I can link the correct part of the human body to each sense.</p> <p>-I can find out about and describe the basic needs of animals and humans for survival (water, food and air). -I can describe why exercise, a balanced diet and good hygiene are important for humans. -I can notice that animals, including humans, have offspring which grow into adults</p> <p><b>Living Things and their habitats</b> -I can identify, explore and compare the differences between things that are alive, dead and have never lived. -I can identify a variety of plants and animals in their habitats, including microhabitats. -I can identify that most living things live in habitats that they are suited to. -I can describe how different habitats provide for the basic needs of different kinds of plants and animals, and how they depend on each other. -I can describe how animals get their food from other animals/ plants and identify and name</p>	<p>help in answering questions.</p>
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					different sources of food. -I can use simple food chains to describe these relationships.	
<b>Living Things-Plants</b>	<b>Living Things-Plants</b> -I can name some plants correctly. -I can use simple language to describe plants e.g. colour and size.	<b>Living Things-Plants</b> -I can examine plants to find out more about them. -I can use the correct basic scientific vocabulary to describe parts of a plant. -I can explain a simple lifecycle e.g. sunflower or oak tree. -I can plant a seed, bulb or bean and observe it growing. -I can talk about how a seed, bulb or bean grows.	<b>Living Things-Plants</b> -I can talk about what plants need to survive and grow healthy. -I can explain where some plants grow. -I can describe habitats and some microhabitats. -I can identify a plant. -I can tell you familiar plants and name them. -I can tell the difference between bushes and trees.	<b>Living Things-Plants</b> I can make close observations of plants in the natural world -I can make comparisons and identify similarities and differences. -I understand how plants grow and change.	<b>Plants</b> -I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -I can identify and describe the basic structure of a variety of common flowering plants, including trees.  -I can describe the basic needs of plants for survival and the impact of changing these (water, light and suitable temperature). -I can describe the main changes as seeds and bulbs grow into mature plants.	
<b>Living Things-Conservation</b>	<b>Living Things-Conservation</b> -I can show some awareness that living things need to be cared for and treated with respect. I understand that living things need to be cared for and treated with respect.	<b>Living Things-Conservation</b> -I can show care and respect for living things. -I can pick up rubbish outdoors and talk about why (it harms the environment). -I can sort the rubbish, so we are recycling (plastic and paper).	<b>Living Things- Conservation</b> -I can show care and respect for living things and the environment in which they live.	<b>Living Things-Conservation</b> -I understand some important processes in the natural world around me.		
<b>Sound</b>	<b>Sound</b> I can talk about familiar sounds at home and school.	<b>Sound</b> -I understand that sounds can come from a range of sources.	<b>Sound</b> -I can identify and describe the source of a range of sounds. -I can explore how to change sounds. -I can describe changes in sound such as loud, quiet, fast and slow.	<b>Sound</b> -I can explain how and why sounds can be changed.		