



Nash Mills CofE Primary School
Curriculum Progression Document
Forest School

Skills

Knowledge

Vocabulary

Links to Science Curriculum Investigative Skills					
	Asking Questions	Measuring and Recording	Concluding	Evaluating	Vocabulary
Early Years	Being curious and starting to ask questions	Perform simple tests and use equipment Using senses to observe and look closely Looking closely at things and noticing changes Making simple records of what children notice or how things change	Sorting and matching things	Talking about what children have done and noticed	I know I think I believe I have seen
Year 1 & 2	Ask simple questions and recognise that they can be answered in different ways.	Observe and measure, using simple equipment Perform simple tests Gather and record data and information to help answer questions	Identify patterns – sorting and grouping Use observations and ideas to suggest answers to questions	Explaining results – saying what children found out	question, answer, observe, equipment, identify, sort, group, compare, differences, similarities, describe,
Year 3 & 4	Ask relevant questions and use different types of enquiry to answer them	Make careful observations and accurately measure using standard units using a range of equipment appropriately	Identify patterns - differences, similarities or changes related to simple ideas and processes Use straightforward evidence to answer questions or to support their findings	Use results to draw simple conclusions Make predictions for new values, suggest improvements and raise further questions	conclusion, predictions, classify, changes, evidence,
Year 5 & 6	Ask and answer interesting questions using their knowledge to suggest different ways of answering.	Plan different types of enquiries to answer questions, including recognising and controlling variables where necessary Take measurements, using a range of equipment, with increasing accuracy and precision	Using and developing keys to identify and classify living things and materials	Evaluating plans and results and suggesting improvements Use test results to make predictions to set up further comparative and fair tests	plan, variables, measurements, accuracy, precision, classify and describe, patterns

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Plants	Can talk about some of the things he/she has observed such as plants, animals, natural and found objects tree, leaf, flower, petals, fruit, bulb, seed, roots, stem	Identify and name a variety of common and wild garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches	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 growth, germinate, light, temperature reproduce, lifecycle	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Understand 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 air, water, transportation, nutrients, soil, reproduction, seed formation, seed dispersal, pollination			



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Living Things and their Habitats	<p>Talks about the features of his/her own immediate environment and how environments might vary from one another</p> <p>Makes observations of animals and plants and explains why some things occur, and talk about changes</p> <p>Is developing an understanding of growth, decay, and changes over time</p> <p>season, month, year, day, night, sun, moon, light, dark</p>	<p>SEASONAL CHANGES</p> <p>Understand changes across the four seasons</p> <p>Understand and describe weather associated with the seasons and how day length varies</p> <p>season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Understand 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>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>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> <p>living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond</p>		<p>Understand that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Understand that environments can change and that this can sometimes pose dangers to living things</p> <p>vertebrates, invertebrates (+ 1 example of each) environment, habitat, classification key</p>	<p>Describe the life process of reproduction in some plants and animals</p> <p>life process, reproduction, offspring,</p>	<p>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</p> <p>characteristic, classification, organism, micro-organism</p>
Animals, Including Humans	<p>Knows that the environment and living things are influenced by human activity</p>	<p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>herbivore, omnivore, carnivore</p>	<p>Investigate and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>survival, water, air, food food chain, prey, predator, camouflage, protection</p>				



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Properties of Materials, States of Matter, Rocks	<p>Knows the properties of some materials and can suggest some of the purposes they are used for</p> <p style="color: green;">hard, soft, rough, smooth, shiny, dull, bendy, stiff</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Understand and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p style="color: green;">wood, plastic, glass, paper, metal, rock, hard, soft, rough, smooth, shiny, dull, bendy, stiff</p>		<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Understand that soils are made from rocks and organic matter</p> <p style="color: green;">soils, organic matter,</p>			
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Geography Links							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
The World Around Us	<p>Explore the natural world around them, describe what they see, hear and feel around them.</p> <p>Understand the effects of changing seasons of the natural world.</p>	<p>Identify seasonal and daily weather patterns in the UK</p> <p>Be aware of the difference between 'physical' and 'natural'</p> <p>Understand the effects of changing seasons of the natural world.</p>	<p>Awareness of physical, forest, hill, mountain, soil, valley, vegetation, season and weather.</p> <p>Identify seasonal and daily weather patterns in the UK</p>		<p>How rain affects the local environment</p> <p>Water cycle</p> <p>How rivers erode, transport and deposit materials.</p>	<p>Biome – look at the forest – what is it like? What animals live there? How is it similar or different to other biomes?</p>	<p>What is the Human impact on the local environment?</p> <p>Types of land use a</p> <p>Litter and pollution</p>