

EYFS - Progression of Knowledge and Skills Science

Term	Knowledge	Skills
<p style="text-align: center;">Autumn 1 Topic: All About Me</p>	<ul style="list-style-type: none"> • To know the names of body parts: back, neck, chest, ankle, elbows, wrist and tummy. • To know the five senses. • To know the five key stages of a human life cycle, from baby to elderly. • To know it is autumn. 	<ul style="list-style-type: none"> • To identify parts of the body. • To look for patterns in the human life cycle. • To identify and use senses. • To observe parts of the body. • To explain ideas clearly. • To identify signs of Autumn.
<p style="text-align: center;">Autumn 2 Topic: Celebrations</p>	<ul style="list-style-type: none"> • To know the parts of a spider. • To know that spiders spin webs. • To know why spiders spin webs. • To know the features of a spider's web. 	<ul style="list-style-type: none"> • To use a magnifying glass to explore and talk about spiders and their webs. • To observe and identify parts of a spider. • To observe and identify the features of a spider's web. • To explain what they can see happening. • To look for simple patterns. • To plan a simple test.

EYFS - Progression of Knowledge and Skills Science

Term	Knowledge	Skills
<p style="text-align: center;">Spring 1 Topic: Seasons</p>	<ul style="list-style-type: none"> • To know the four seasons. • To know that it is Winter. • To know that seasons happen in a repeating cycle. • To know about hibernation. • To know what is associated with each season. 	<ul style="list-style-type: none"> • To name and identify the four seasons. • To describe the environment in autumn and winter. • To describe the changes between each season. • To identify different weather and different clothing in each season. • To describe how some plants, change with the seasons (in particular – trees). • To know that days can be longer or shorter depending on the season. • To observe seasonal changes. • To record observations through drawings. • To compare similarities and differences between seasons.

EYFS - Progression of Knowledge and Skills Science

Term	Knowledge	Skills
<p style="text-align: center;">Spring 2 Topic: Minibeasts and Growing</p>	<ul style="list-style-type: none"> • To know that minibeasts are small living creatures • To know that common minibeasts include snails, worms, ladybirds, ants, bees, butterflies, and spiders • To know that minibeasts live in different habitats (e.g. soil, plants, logs, water) • To know that minibeasts need food, water, and shelter to survive • To know that it is Spring. • To know that plants and animals grow and change over time. • To know that some minibeasts go through life cycles (e.g. duckling to a duck). • To know the life cycle of a sunflower • To know that plants start as seeds or bulbs. • To know that plants need water, light, warmth, and care to grow. • To know that living things can be cared for and handled gently • To know that growing takes time and happens at different speeds. 	<ul style="list-style-type: none"> • To observe minibeasts and plants closely using their senses and magnifying glasses • To describe what they notice • To name some common minibeasts and plants • To compare sizes, colours and features of minibeasts or plants • To care for plants (e.g. watering, checking growth) • To handle living things carefully and respectfully • To use simple tools (e.g. magnifying glasses, watering cans and trowels) • To ask questions about what they observe • To sequence simple life cycle stages using pictures or objects • To record observations through drawings, marks or simple charts • To identify parts of a minibeast • To identify foods that come from plants

EYFS - Progression of Knowledge and Skills Science

Term	Knowledge	Skills
<p style="text-align: center;">Summer 1 Topic: Materials</p>	<ul style="list-style-type: none"> • To know that objects are made from different materials • To know what material a magnet picks up • To know that common materials include wood, metal, plastic, fabric, paper, glass, rubber, and stone • To know that materials have different properties (e.g. hard/soft, smooth/rough, bendy/stiff, waterproof/not waterproof) • To know that materials are chosen for a purpose • To know that some materials are natural and some are man-made • To know that materials can feel different to touch • To know that some materials can change when used (e.g. paper tearing, clay squashing) • To know that materials can be reused or recycled • To know that materials can be used to make and build things • To know that it is summer 	<ul style="list-style-type: none"> • To identify different materials, including wood, plastic metal, fabric, glass and rock. • To explore materials using their senses • To explore floating and sinking • To understand changing states of matter • To describe materials using simple vocabulary • To sort materials by one property (e.g. hard/soft) • To compare different materials • To choose suitable materials for a simple purpose • To test materials (e.g. what floats, what is waterproof) • To use materials creatively to build or make models • To use tools safely to manipulate materials (e.g. scissors, glue) • To talk about what happened when they tested materials

EYFS - Progression of Knowledge and Skills Science

Term	Knowledge	Skills
<p style="text-align: center;">Summer 2 Topic: Animals</p>	<ul style="list-style-type: none"> • To know that animals are living things • To know that there are different types of animals (e.g. pets, farm animals, wild animals) • To know that animals live in different habitats (land, water, air) • To know that animals have different body parts (legs, wings, tails, fur, scales) • To know that different animals move in different ways (walk, fly, swim, crawl) • To know that animals make different sounds • To know that animals need food, water, and shelter to survive • To know that some animals are babies and grow into adults • To know that animals can be cared for by humans (e.g. pets, farm animals) 	<ul style="list-style-type: none"> • To name and identify a range of animals • To sort and classify animals (e.g. pets/wild, land/water) • To describe animals using simple vocabulary • To match animals to their habitats, including polar, desert, woodland and ocean • To observe animals closely (real life, books, videos) • To ask questions about animals and how they live • To compare similarities and differences between animals • To use animal-related vocabulary in play and discussion • To show care and respect for living things • To represent animals through drawings, models, role-play, or movement • To explain why certain animals live in certain habitats