

EYFS Science Progression Map

	<u>Autumn 1</u>
Topic	<u>Fabulous Me</u>
Prior Learning	Nursery objectives: • Recognise and name basic body parts • Say their own name and talk about themselves • Identify and express simple feelings (happy, sad, angry) • Talk about familiar people (family members) • Show growing independence in self-care (e.g. washing hands, putting on coat)
Knowledge	<u>Development Matters - Understanding of the World</u> Explore, name and talk about different use / function of body parts Sequence growth from baby to adult. Talk about key changes
Vocabulary	Head, arms, legs, face, elbows, knee, eyebrows ... See, hear, smell, taste, touch same / different Grow, change, baby, adult,
Unit Aim	
Future Learning	1. Identify, name, draw and label basic body parts of the human body.
ELG	Children can talk about their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain changes.

	<u>Autumn 2</u>
Topic	<u>Time for Change</u>
Prior Learning	Nursery objectives: • Notice simple changes in themselves (e.g. growing bigger) • Begin to understand daily routines (morning, lunch, home time) • Talk about what happens next in familiar sequences • Explore changes in the environment (e.g. weather, seasons) • Use simple language to describe past and present (e.g. “before”, “now”)
Knowledge	<u>Development Matters - Understanding of the World</u> Experience and explore weather through the changing seasons: □ Summer into Autumn □ Autumn into Winter □ Begin to compare Experience, explore and identify the seasonal changes on the natural world at autumn time: □ categorise objects □ sort objects using different criteria – begin to identify some local tree species ... nature, natural, autumn ... □ describe what they see, hear and feel ... Explore a range of different pets and learn names of babies: □ Talk about key features □ Categorise – size / number of legs / mobility Explore woodland animals □ Name and identify key features ... □ Categorise by habitat / sleeping habits / babies ...
Vocabulary	Change, grow, different, same, nature, natural, autumn, season, shape and colours words e.g. long, spiky, gold, rust, orange habitat, nocturnal ...
Unit Aim	
Future Learning	2. Observe and describe seasonal changes across the year
ELG	Children can talk about their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain changes.

	<u>Spring 1</u>
Topic	<u>Wonderful Water</u>
Prior Learning	Nursery objectives: • Explore water through sensory play (pouring, splashing, filling) • Notice how water moves and behaves (runs, drips, splashes) • Begin to understand simple concepts like empty and full • Talk about what they see happening with water

	Use basic tools (cups, jugs) to investigate water
Knowledge	<u>Development Matters - Understanding of the World</u> Explore the natural world around them: □ Observe and identify key characteristics of different seasons - Winter / Spring □ Begin to identify that there are four seasons ... Describe what they see, hear and feel whilst outside: □ Begin to develop an understanding of water when frozen, melted and heated by the sun □ Begin to develop an understanding of light (including colour and shadow) and heat Explore the effect of changing seasons on the natural world around them: □ Complete a snow / ice study □ Explore animals that hibernate during the Winter □ Identify British winter animals
Vocabulary	winter, spring, season Water, wet, dry, heat, solid, cold, melt, ice Pour, fill, empty full, empty, Sink, float hibernation
Unit Aim	
Future Learning	- Identify water in different forms (ice, liquid water, steam)
ELG	Children can talk about their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain changes.

	<u>Spring 2</u>
Topic	<u>Awesome Animals</u>
Prior Learning	Nursery objectives: - Recognise and name common animals - Identify animal sounds - Begin to group animals (e.g. farm, pets, wild) - Talk about where animals live - Show care and interest in living things
Knowledge	<u>Development Matters - Understanding of the World</u> Explore animals that hibernate during the Winter □ Identify British winter animals Explore artic animals, name and identify key features: □ Categorise by habitat / mobility / babies / sleeping habits Talk about key features of the natural environment, beginning to identify different materials and their properties ... wood / hard Explore the properties of different materials: □ Talk about materials chosen and begin to say why

Vocabulary	Animal, pet, wild farm, jungle, ocean, fur, feathers, scales legs, wings, tail big, small, fast, slow shadow, sun, light, natural, artificial -human made,
Unit Aim	
Future Learning	1. I can identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals. 2. Describe the simple physical properties of a variety of everyday materials
ELG	Children can talk about their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain changes.

	<u>Summer 1</u>
Topic	<u>Gracious Growing</u>
Prior Learning	
Knowledge	<u>Development Matters - Understanding of the World</u> Explore the natural world around them and make observations: □ Observe and identify key characteristics of different seasons – Spring into Summer □ Identify the four seasons and their key characteristics Compare and contrast two different environments ▪ Observe natural features carefully and begin to make observational drawings: □ Plants □ Animals Explore growth of different vegetables and identify key ingredients to grow Observe and know the lifecycle of a butterfly ... caterpillar, chrysalis, pupa, butterfly: □ Talk about habitat
Vocabulary	flowers,bumpy, smooth, lines, colours, life cycle, soil, sunlight, water ,roots, shoots, stem, leaves, water Winter, Spring, Summer, Autumn, seasons, caterpillar, chrysalis, pupa, butterfly:
Unit Aim	
Future Learning	Year 1 - labelling and structures of plants and types of plant 1. Identify common plants and basic parts (roots, stem, leaves) 2. Compare how plants adapt to different environments and habitats
ELG	Children can talk about their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain changes.

	<u>Summer 2</u>
Topic	<u>Tremendous Travelling and the Looking after the Environment</u>

Prior Learning	
Knowledge	<u>Development Matters - Understanding of the World</u> Explore the natural world around them and make observations: □ Observe and identify key characteristics of different seasons – Spring into Summer Compare and contrast two different environments Observe natural features carefully and begin to make observational drawings: Animals
Vocabulary	recycling, dangerous, habitat, sea creatures, environment
Unit Aim	
Future Learning	1. Begin to understand that animals and plants live in different habitats 2. Identify and name a variety of common animals (including fish, birds, mammals, reptiles, amphibians)
ELG	Children can talk about their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain changes..