

# Subject Specific Progression Map

The Wider World - Science

Pride Passion Partnership Professionalism Positivity



Pillar of learning: The Wider World		Subject: Science		
	A	B	C	D
<b>Stage 1</b>	<p>I can copy simple actions involving different body parts</p> <p>I can use my senses in hands-on exploration of natural materials, indoors and outside.</p>	<p>I can recognise objects that produce sounds</p> <p>I can explore how things fit together and work e.g switches, forces, construction</p>	<p>I can recognise some external body parts e.g head, foot</p> <p>I can match familiar fruits and vegetables</p>	<p>I can explore collections of materials with similar and/or different properties.</p> <p>I can name things that I can see, hear and feel whilst outside, using visual support</p>
<b>Stage 2</b>	<p>I can produce a 'loud' or 'quiet' sound using an instrument or object</p> <p>I can identify familiar fruits and vegetables</p> <p>I can recognise some familiar animals, plants &amp; everyday objects with support</p>	<p>I can explore and begin to recognise characteristics of everyday objects</p> <p>I can recognise differences in weather types through practical experience</p>	<p>I can use simple groups terms such as 'grass', 'tree' and 'flower' to name types of plants</p> <p>I can recognise and name familiar animals.</p> <p>I know simple similarities and differences in relation to objects and materials, such as 'hard' and 'soft'</p>	<p>I can name some simple parts when looking at representations or real-life plants and trees (e.g. leaf, petal)</p> <p>I can mix different materials to explore how they change</p>

<b>Stage 3</b>	<p>I can match objects by material, such as 'glass', 'metal', 'paper' and 'plastic', based on their physical properties</p> <p>I can name some familiar electrical items</p>	<p>I can demonstrate an understanding of simple language around forces e.g push and pull</p> <p>I can recognise photographs, symbols, pictures and videos of different weather types</p>	<p>I can label a basic diagram of the human body using symbols or words</p> <p>I can engage in hands-on activities with solids and liquids to explore how matter changes states</p>	<p>I can begin to carry out simple tasks to respect and care for the natural environment and all living things e.g picking up litter</p>
<b>Stage 4</b>	<p>I can recognise objects of different materials and name both the object and the material from which it is made, e.g. 'glass bottle'</p> <p>I can recognise, name and make simple comparisons between some body parts when looking at representations or real life animals, e.g. which animals have wings?; which have a tail?; how many legs?</p> <p>I know how to sort rubbish so it can be recycled, with visual supports</p>	<p>I can use symbols or words to describe simple properties of materials, e.g. 'hard', 'soft', 'heavy', 'light'</p> <p>I can name the four seasons and identify the associated weather types</p> <p>I can sort representations into basic types of animal, such as: 'fish', 'birds', 'mammals'</p> <p>I can name the main parts of a flowering plant and use symbols to label these on a basic diagram</p>	<p>I can match some familiar events, clothes, food and activities to seasons</p> <p>I can sort objects into material groups, such as 'glass', 'metal', 'paper' and 'plastic', based on their physical properties</p> <p>I can state which part of the body is associated with each sense and make simple observations using their senses</p>	<p>I can sort representations of animals into groups and describe the features of different types of animals with visual supports</p> <p>I can conduct simple experiments using visual instructions.</p>

<p><b>Stage 5</b></p>	<p>I can group vertebrates into 'fish', 'birds', 'amphibians', 'mammals' and 'reptiles' with support for more difficult groups (such as amphibians)</p> <p>I can ask simple research questions linked to a topic.</p> <p>I can use a simple key to identify and name common minibeasts collected from a local habitat</p>	<p>I can group some animals according to what they eat, e.g. 'other animals', 'grass', 'fruit'</p> <p>I can use some electrical items and everyday equipment safely in functional contexts</p> <p>I can recognise and name some internal body parts and label a basic diagram of the internal human body using symbols or words</p> <p>I can identify and name some sources of food for animals</p>	<p>I can choose the correct requirements for a plant from real-life or pictorial examples (e.g. air, water, light, soil, room)</p> <p>I can make a simple food chain using visual materials</p> <p>I can name and compare the properties of materials after testing them, such as 'waterproof' / 'not waterproof'</p>	<p>I can carry out simple tests to find out what happens if a plant does not receive some of the things it needs to grow (e.g. light, water, warmth)</p> <p>I can test, match and sort materials based on their uses and make simple comparisons</p> <p>I can match symbols to habitat pictures to describe the basic conditions, with support</p> <p>I know where to take things to be recycled</p>
<p><b>Stage 6</b></p>	<p>I can explain how plants grow from and spread seeds in simple terms, with visual supports</p> <p>I can carry out simple tests to find out which materials can be altered by which types of actions, (such as twisting,</p>	<p>I can compare and group rocks based on appearance and simple physical properties</p> <p>I can recognise some items which use batteries and change the batteries in a familiar item (with help for</p>	<p>I know that we see the sun during the day and the moon and stars during the night</p> <p>I can create a simple switch by following a model or picture, and use this to operate elements of an electrical</p>	<p>I can explain that light going into the eye makes people see</p> <p>I can describe a force as a 'push' or a 'pull', find out how forces can change the speed, direction or shape of an object and make some simple</p>

	<p>stretching, etc.), and communicate the results</p> <p>I know that we live on planet Earth</p> <p>I can match pictures, symbols or photographs of appropriate food, water and shelter with different types of animals and recognise these in simple habitats with support</p>	<p>screws)</p> <p>I can draw and label a basic diagram of the human body with some visual modelling</p>	<p>circuit with support</p> <p>I can recognise that bones and fossils tell us about animals that used to be alive, such as dinosaurs</p>	<p>predictions related to these with support</p> <p>I know that the sun provides heat and light</p>
<b>Stage 7</b>	<p>I can recognise some different light sources and sort these into 'man-made' or 'natural' with support</p> <p>I know that the Earth rotates, causing daytime and nighttime</p> <p>I can use a torch to create a reflection of light in a mirror in different directions and find out which other surfaces can also create reflections</p> <p>I can group animals into 'fish', 'birds', 'amphibians', 'reptiles',</p>	<p>I can orientate magnets to attract or repel each other, after exploration, and can predict whether two magnets will attract or repel each other</p> <p>I can identify and name some familiar animals that are 'carnivores', 'herbivores' and 'omnivores'</p> <p>I can make simple predictions about the outcome of an experiment</p>	<p>I can match animals and plants to the 'living' symbol, dead animals and dead plants to the 'dead' symbol and other natural materials such as stones and water to the 'never been alive' symbol, after discussion</p> <p>I can sort materials into groups based on whether they are attracted to a magnet or not, and recognise that some metallic materials are attracted to a magnet, with prompts</p>	<p>I can recognise that some mechanisms, such as levers, pulleys and gears, can allow a smaller force to have a greater effect, through experimentation with support</p> <p>I can match some internal organs and systems with their basic functions</p> <p>I can use given safety equipment and know to refrain from looking directly at the sun</p>

	<p>'mammals' and 'insects' and name the common features of each group</p>		<p>I can experiment with moving closer to and further away from a sound source and describe the difference in volume, using symbols or pictures with support</p> <p>I can match animals with their offspring, including those that do not look the same (e.g. tadpole and frog)</p>	<p>I can order the basic stages in the lifecycles of: frogs, butterflies, chickens, and familiar mammals</p>
<p><b>Stage 8</b></p>	<p>I can recognise and describe different habitats from pictures or photos and match some animals to these</p> <p>I can identify simple solids, liquids and gases related to everyday experiences</p> <p>I can recognise and operate a wider range of electrical appliances with some prompts</p>	<p>I can recognise how some environmental changes may affect animals, e.g. litter, pollution</p> <p>I can recognise the correct type of battery for an appliance with support</p> <p>I can make simple conclusions about the outcome of an experiment</p>	<p>I can identify and describe the basic functions of different parts of flowering plants: roots, stem/trunk, leaves, flowers</p> <p>I can describe what animals need to survive and can demonstrate how to care for simple animals such as pets</p> <p>I can create simple circuits to operate lamps, buzzers, motors, etc.</p>	<p>I can carry out simple tests to find out which materials change state when heated or cooled and communicate the results</p> <p>I can recognise simple changes in living things over time, such as adaptations to their habitats</p> <p>I can name the simple parts of an electric circuit and predict whether a lamp will light in a simple circuit</p>

<p><b>Stage 9</b></p>	<p>I know and can describe in simple terms the part that flowers play in the lifecycle of some plants</p> <p>I can upcycle furniture so it can be reused</p> <p>I can use some metallic objects, such as foil, to close the gap in a circuit</p> <p>I can draw simple conclusions, when appropriate, for patterns observed.</p>	<p>I can use their knowledge of the needs of plants to grow and care for simple plants</p> <p>I can recognise how shadows are formed and change the size of a shadow through exploration</p>	<p>I know and begin to follow some 'eco-friendly' strategies with support</p> <p>I can recognise that vibrations travel to the ear to create sound</p> <p>I can compare and describe different types of minibeasts</p> <p>I can evaluate the outcome of an experiment and make simple changes to alter the outcome.</p>	<p>I can experiment with different sizes or thicknesses of objects/ materials and recognise how these alter the pitch of a sound, with some support</p> <p>I know there are 8 planets in the solar system, 1 star called the sun in our solar system, 1 moon around Earth and millions of stars out in space</p>
<p><b>Stage 10</b></p>	<p>I recognise some dangers of using electrical appliances and follow simple safety rules</p> <p>I understand how to make a spring expand or contract</p> <p>I understand that the planets orbit the sun and the moon orbits the Earth</p>	<p>I recognise some objects and materials that float and some that sink and know that changing the shape of an object can affect buoyancy</p> <p>I can identify the main function of basic internal organs, muscles, skeletal, digestive, circulatory and nervous systems and describe how these work in basic terms</p>	<p>I can observe, record and discuss the stages in the lifecycles of different minibeasts</p> <p>I can answer questions using scientific evidence gained from a range of sources, describing causal relationships, change over</p>	<p>I can compare two local habitats and the different types of minibeasts found in each, suggesting simple reasons for the differences</p> <p>I can provide oral or written explanations for their findings when carrying out an experiment.</p>

---

	I can make a range of relevant observations linked to scientific questions.	with visual supports  I can create my own methods of sorting minibeasts based on observable features and describe reasons for placing them in each group	time and identify patterns.	I can present what I have learnt in a range of ways e.g. different graphic organisers, line graphs and scatter graphs.
--	---	--	-----------------------------	--