



EYFS to Year One Progression Document: Science (Plymouth)



The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Pre-Reception	Reception Taught Content	Reception Vocabulary	EYFS End Points- to access Year 1 Curriculum	Year 1 Curriculum
<p>Engage in talk about weather Start looking at plants in their environment Explore weather changes- cold, warm, mild etc. Understand they wear based on the weather Engage in talk about animals and understand environmental sounds Begin to experiment with different materials in provision.</p>	<p>All About Me Children will be taught to name different body parts. Explore and order human lifecycle from birth to old age. Shown how to identify the five senses.</p> <p>Animals Identify why habitats are important to animals Identify some animals from specific habitats. Understand hibernation and its purposes. Discuss why some animals are suited for different habitats.</p> <p>Keeping Healthy Identify ways to keep healthy. Understand why we need to stay clean Understand how some germs can make them ill. Understand what a dentists role is. Understand why it is important to have a clean environment. Understand that they need to eat different foods. Understand why it is important to exercise. Understand the importance of sleep and can identify different emotions.</p>	<p>Head, nose, ears, neck, leg, knee, foot, toes, arm, hands, fingers, chest, tummy. Baby, toddler, teenager, adult, elderly. Sight, sound, taste, smell, touch.</p> <p>Animal, seasons, hibernation, habitat, warm, cold, rest, fat, movement, Earth, live, weather, food, shelter.</p> <p>Healthy, food, body, mind, environment, hygienic, germs, bacteria, dentist, teeth, exercise, diet, vegetables, dairy, fat, dairy, carbohydrates, doctor heartbeat, sleep, emotion, worries, happy, sad, scared, angry, worried, excited.</p> <p>Minibeast, insect,</p>	<p>All About Me know and identify the main external parts of the human body, such as head, arms, legs, eyes, nose, and mouth.</p> <p>know that humans grow and change over time, and can sequence basic stages of the human life cycle: baby, toddler, child, teenager, adult, elderly.</p> <p>know the the five senses (sight, hearing, taste, touch, smell) and identify the body parts associated with each.</p> <p>Know the differences and similarities between themselves and others, including physical features and abilities.</p> <p>Animals know animals found in the UK and around the world, identifying key similarities and differences in their appearance and environments.</p> <p>know what a habitat is and can explain why different animals live in different habitats, including the role of food, shelter, and climate. know how seasonal changes affect animals and their behavior, such as hibernation and changes in activity due to temperature.</p> <p>Keeping Healthy know why washing hands, bathing, and brushing teeth are important to prevent illness and keep the body healthy.</p>	<p>Animals Including Humans Name a range of animals which includes animals from each of the vertebrate groups. Describe the key features of named animals. Label key features on a picture/diagram. Write descriptively about an animal. Write a 'What am I? riddle about an animal. Describe what a range of animals eat. Compare and classify animals.</p> <p>Materials Label a picture/diagram of an object made from different materials. Describe the properties of materials. Sort materials using their properties. Can test evidence to answer a question.</p> <p>Plants Name trees and other plants they see regularly. Describe key features of the trees and plants e.g. shapes of</p>

	<p>Mini beasts and Growing Identify the various stages of the life cycle of a tadpole/frog, chick/chicken Identify foods that are grown and come from plants? Identify any of the things a plant needs to grow. Identify parts of an insect. Use relevant scientific language. Identify minibeast habitats and why they live there.</p> <p>People Who Help Us Identify the people that can help them. Identify ways to and why they need to keep their teeth clean. Identify what is needed to cause a fire and what to do in the event of one. Discuss the role of the fire service. Identify the skills/role of the police. Use observational skills for a purpose.</p> <p>Seasons Understand that there are four seasons Be able to name the four seasons Be able to use some scientific words to describe their environment and link it to the season they are in. Draw their own ideas about their own environment and things that they like to do in each season. Describe the changes between each season and describe why some things belong in certain seasons.</p>	<p>habitat, diet, caterpillar, butterfly, growing, chrysalis, larvae, segmented, legs, invertebrate, exoskeleton, food, life cycle,</p> <p>People, dentist, firefighter, police officer, teacher, teeth, health, safe, safety, 999, emergency, emergency services, hygiene, rot, infection, help, support.</p> <p>Summer, autumn, winter, spring, gripped, dew, trees, wise, shiver, bowers, shimmering, scamper, chill, blossom, melting, flit, cold, frosty, windy.</p>	<p>know that germs are tiny organisms that can make us sick and can describe how germs spread through touch and unclean environments.</p> <p>know different food groups (e.g. fruit, vegetables, protein, dairy, carbohydrates)</p> <p>know how their body changes when they exercise (e.g. faster heartbeat, breathing harder)</p> <p>know basic emotions (e.g. happy, sad, scared, angry) and understand that sleep, talking about feelings, and friendships help to keep our minds healthy.</p> <p>Mini beasts and Growing know that caterpillars turn into butterflies through a process called metamorphosis, and can name the main stages (egg, caterpillar, chrysalis, butterfly).</p> <p>know that plants need water, light, and soil to grow, and can name some fruits and vegetables that grow on plants.</p> <p>know that insects usually have six legs, a body made of three parts, and may have wings or antennae.</p> <p>know that different minibeasts live in different places, such as under logs or in the soil, to stay safe and find food.</p> <p>know that living things change as they grow, and can describe how some animals look different when they are young compared to when they are adults.</p> <p>People Who Help Us know what happens when tooth enamel is damaged using the apple experiment as a model for decay.</p> <p>Know how people like dentists, firefighters, and police officers help us, and ask questions about the skills and tools these professionals use.</p> <p>Seasons Know the four seasons and that they follow a yearly cycle.</p> <p>Know key features of each season including typical weather patterns.</p> <p>Know similarities and differences between seasonal changes</p>	<p>leaves/colour of the flower/blossom. Point out trees which lost their leaves and those who keep them all year. Can point to and name parts of a plant. Use simple charts to sort. Use photos to talk about how plants change.</p> <p>Seasons Name four seasons and identify when in the year they occur. Observe and describe weather in different seasons. Describe days being longer in summer and shorter in winter. Present data in tables charts and compare seasons.</p>
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The progression of science learning from EYFS to Year 1 is clearly evident. In Reception, our units provide children with foundational knowledge that supports their transition into Year 1. Seasonal learning is introduced early and developed throughout the year. Children observe changes in the environment and engage with books related to each season, helping them understand key transitions. Explicit teaching of vocabulary around weather and seasonal patterns prepares them for Year 1, where this becomes a weekly focus during their woodland sessions.

In Reception, children begin to explore plants through outdoor provision and high-quality discussions that introduce plant names and key features. This learning is extended in Year 1, where pupils explore plant life cycles and use scientific inquiry to investigate how plants grow best.

When learning about animals, Reception children start with a focus on humans and body parts, developing the ability to observe and describe key features. In Year 1, they build on this knowledge by classifying animals and learning specific characteristics and diets, using terms such as mammals, birds, reptiles, fish, amphibians, carnivores, omnivores, and herbivores.

There is also clear progression in understanding materials. In Reception, our 'making' area allows children to explore and manipulate various materials, supported by meaningful discussion that embeds key vocabulary. This is built upon in Year 1, where children learn about the uses and properties of everyday materials.

Scientific thinking and investigation begin as early as Nursery, with a focus on observation and enquiry. These core scientific skills are developed consistently and form a foundation for future science learning.