



# The Mead Infant & Nursery School – Science Subject Progression Tracker

Science is part of the Early Years ‘Understanding the World’ Curriculum area. Science is also present in other areas of the Early Years Curriculum, such as Physical Development through the exploration of healthy eating and looking after our bodies. Science is also present in Communication and Language which supports children in developing their vocabulary, reasoning skills and ability to ask questions which supports the children to work scientifically. Below are objectives from across all areas of the Early Years Curriculum that support early scientific enquiry development and development of key knowledge.

Science Subject Progression Tracker				
	Nursery	Reception	Year 1 National Curriculum	Year 2 National Curriculum
Animals including humans curriculum objectives	<ul style="list-style-type: none"> <li>Show respect for living creatures when finding bugs on Wellie Wednesdays and in the outdoor area</li> <li>Understanding growth and change (life cycles)</li> </ul>	<ul style="list-style-type: none"> <li>Name and describe animals and the environment in which they live (minibeasts)</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>
Working scientifically skills included in Animals including humans	<ul style="list-style-type: none"> <li>Show curiosity and make observations               <ul style="list-style-type: none"> <li>Comment and ask questions about what they notice</li> </ul> </li> <li>Explore hands on experiences using senses</li> <li>Learn and use new vocabulary</li> <li>Investigate natural objects, living things,</li> </ul>	<ul style="list-style-type: none"> <li>Make Observations and ask questions about them</li> <li>Investigate natural objects, living things, materials, objects and substances, making links with previous experiences</li> <li>Look closely at similarities, differences, patterns and change (in nature and materials)</li> <li>Learn and use new</li> </ul>	<ul style="list-style-type: none"> <li><b>ask simple questions and recognise that they can be answered in different ways</b></li> <li><b>observe closely, using simple equipment</b>, making careful measurements</li> <li><b>perform simple tests</b></li> <li><b>identify and classify</b>- naming, sorting</li> <li><b>gather and record data to help in answering questions</b> e.g tally charts &amp; simple graphs</li> <li><b>use their observations and ideas to suggest answers to questions.</b> explain</li> </ul>	<ul style="list-style-type: none"> <li><b>ask simple questions and recognise that they can be answered in different ways</b> and start to consider variables</li> <li><b>observe closely</b>, choosing equipment for a particular purpose <b>using simple equipment</b> and making precise measurements</li> <li>Plan and <b>perform simple tests</b></li> <li><b>identify and classify</b>- sorting &amp; grouping</li> <li><b>gather and record data to help in answering questions</b> e.g. written forms, tables, diagrams</li> <li><b>use their observations and ideas to suggest answers to questions.</b> Notice</li> </ul>



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	<p>materials, objects and substances</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>vocabulary from experiences, books, songs and poems</p> <ul style="list-style-type: none"> <li>• express their ideas and feelings about their experiences</li> <li>• participate in discussions, offering their own ideas, using recently introduced vocabulary and offer explanations for why things might happen</li> </ul>	<p>why things occur and talk about changes using scientific vocabulary</p>	<p>patterns and start to make relationships based on recorded data.</p>
Plants curriculum objectives	<ul style="list-style-type: none"> <li>• Plant seeds and know how to look after them as they grow</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the natural world around them. <ul style="list-style-type: none"> <li>• Describe what they see, hear, and feel whilst outside.</li> <li>• Understand the key features of the life cycle of a plant</li> <li>• Know that it is important that we look after the environment where we live and how to do this.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>
Working scientifically skills included in Plants	<ul style="list-style-type: none"> <li>• Show curiosity and make observations <ul style="list-style-type: none"> <li>• Comment and ask questions about what they notice</li> </ul> </li> <li>• Explore hands on experiences using senses</li> <li>• Learn and use new vocabulary</li> <li>• Investigate natural objects, living things,</li> </ul>	<ul style="list-style-type: none"> <li>• Make Observations and ask questions about them <ul style="list-style-type: none"> <li>• Investigate natural objects, living things, materials , objects and substances, making links with previous experiences</li> <li>• Look closely at similarities, differences, patterns and change (in nature and materials)</li> </ul> </li> <li>• Learn and use new</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask simple questions and recognise that they can be answered in different ways</b></li> <li>• <b>observe closely, using simple equipment</b>, making careful measurements</li> <li>• <b>perform simple tests</b></li> <li>• <b>identify and classify-</b> naming, sorting</li> <li>• <b>gather and record data to help in answering questions</b> e.g tally charts &amp; simple graphs</li> <li>• <b>use their observations and ideas to suggest answers to questions.</b> explain</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask simple questions and recognise that they can be answered in different ways</b> and start to consider variables</li> <li>• <b>observe closely</b>, choosing equipment for a particular purpose <b>using simple equipment</b> and making precise measurements</li> <li>• Plan and <b>perform simple tests</b></li> <li>• <b>identify and classify-</b> sorting &amp; grouping</li> <li>• <b>gather and record data to help in answering questions</b> e.g. written forms, tables, diagrams</li> <li>• <b>use their observations and ideas to suggest answers to questions.</b> Notice</li> </ul>



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	materials, objects and substances	<p>vocabulary from experiences, books, songs and poems</p> <ul style="list-style-type: none"><li>• express their ideas and feelings about their experiences</li><li>• participate in discussions, offering their own ideas, using recently introduced vocabulary and offer explanations for why things might happen</li></ul>	why things occur and talk about changes using scientific vocabulary	patterns and start to make relationships based on recorded data
Living things & their habitats curriculum objectives				<ul style="list-style-type: none"><li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li><li>• identify 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</li><li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li><li>• 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.</li></ul>



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<b>Working scientifically skills included in Living things &amp; their habitats</b>				<ul style="list-style-type: none"><li>• Ask simple questions and recognise that they can be answered in different ways and start to consider variables.<ul style="list-style-type: none"><li>• Observe closely, choosing equipment for a particular purpose using simple equipment and making precise measurements</li><li>• Plan and perform simple tests</li><li>• Identify and classify- sorting and grouping</li><li>• Gather and record data to help in answering questions e.g. written forms, tables, diagrams</li><li>• Use their observations and ideas to suggest answers to questions. Notice patterns and start to make relationships based on recorded data</li></ul></li><li>•</li></ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Materials curriculum objectives</p>	<ul style="list-style-type: none"> <li>• Explore and talk about how different objects and materials behave (sinking and floating, how substances and materials change)</li> <li>• Explore collections of materials with similar and/or different properties</li> <li>• Explore how things work</li> </ul>	<ul style="list-style-type: none"> <li>• Explores and sort collections of materials with similar and/or different properties.</li> <li>• Looks closely at similarities, differences, patterns and change.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working scientifically skills included in Materials</p>	<ul style="list-style-type: none"> <li>• Show curiosity and make observations             <ul style="list-style-type: none"> <li>• Comment and ask questions about what they notice</li> <li>• Explore hands on experiences using senses</li> <li>• Learn and use new vocabulary</li> <li>• Investigate natural objects, living things, materials, objects and substances</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Make Observations and ask questions about them             <ul style="list-style-type: none"> <li>• Investigate natural objects, living things, materials , objects and substances, making links with previous experiences</li> <li>• Look closely at similarities, differences, patterns and change (in nature and materials)</li> <li>• Learn and use new vocabulary from experiences, books, songs and poems</li> <li>• express their ideas and feelings about their experiences</li> <li>• participate in discussions, offering their own ideas, using recently introduced vocabulary and offer explanations for why things might happen</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask simple questions and recognise that they can be answered in different ways</b></li> <li>• <b>observe closely, using simple equipment</b>, making careful measurements</li> <li>• <b>perform simple tests</b></li> <li>• <b>identify and classify-</b> naming, sorting</li> <li>• <b>gather and record data to help in answering questions</b> e.g tally charts &amp; simple graphs</li> <li>• <b>use their observations and ideas to suggest answers to questions.</b> explain why things occur and talk about changes using scientific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask simple questions and recognise that they can be answered in different ways</b> and start to consider variables</li> <li>• <b>observe closely</b>, choosing equipment for a particular purpose <b>using simple equipment</b> and making precise measurements</li> <li>• Plan and <b>perform simple tests</b></li> <li>• <b>identify and classify-</b> sorting &amp; grouping</li> <li>• <b>gather and record data to help in answering questions</b> e.g. written forms, tables, diagrams</li> <li>• <b>use their observations and ideas to suggest answers to questions.</b> Notice patterns and start to make relationships based on recorded data</li> </ul>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Seasonal change curriculum objectives</p>	<ul style="list-style-type: none"> <li>• Noticing changes in the weather in the different seasons</li> <li>• Explore and talk about different forces they can feel</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them.</li> <li>• Recognise some environments that are different from the one in which they live.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Working scientifically skills included in Seasonal Change</p>	<ul style="list-style-type: none"> <li>• Show curiosity and make observations Comment and ask questions about what they notice             <ul style="list-style-type: none"> <li>• Explore hands on experiences using senses</li> <li>• Learn and use new vocabulary</li> <li>• Investigate natural objects, living things, materials, objects and substances</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Make Observations and ask questions about them             <ul style="list-style-type: none"> <li>• Investigate natural objects, living things, materials , objects and substances, making links with previous experiences</li> <li>• Look closely at similarities, differences, patterns and change (in nature and materials)</li> <li>• Learn and use new vocabulary from experiences, books, songs and poems</li> <li>• express their ideas and feelings about their experiences</li> <li>• participate in discussions, offering their own ideas, using recently introduced vocabulary and offer explanations for why things might happen</li> </ul> </li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• <b>ask simple questions and recognise that they can be answered in different ways</b></li> <li>• <b>observe closely, using simple equipment</b>, making careful measurements</li> <li>• <b>perform simple tests</b></li> <li>• <b>identify and classify-</b> naming, sorting</li> <li>• <b>gather and record data to help in answering questions</b> e.g tally charts &amp; simple graphs</li> <li>• <b>use their observations and ideas to suggest answers to questions.</b> explain why things occur and talk about changes using scientific vocabulary</li> </ul>	