



# EYFS Progression Overview



EYFS Progression Overview :-		<u>SCIENCE</u>					
Skills	Knowledge	Vocabulary	Arriving in Year 1 able to...				
<p><b>Ask Questions</b> Demonstrate curiosity about the world around them.</p> <p><b>Make Predictions</b> With support or prompting, talk about what they think might happen based on their own experiences.</p> <p><b>Decide how to Carry out an Enquiry</b> Respond to prompts to say what happened to objects, living things or events.</p> <p><b>Take Measurements</b> Use senses and simple equipment to explore the world around them, e.g. binoculars and magnifying glasses.</p> <p><b>Record Data</b> Talk to an adult about what has been found/found out.</p> <p><b>Present Data</b> Talk to an adult about what has been found/found out.</p> <p><b>Answer Questions Using Data</b> With support, explain why some things occur.</p> <p><b>Draw Conclusions</b> With support, talk about what they have found out or what they think might happen next/ change based on their own experiences.</p>	<p>Children know about similarities and differences in relation to:</p> <ul style="list-style-type: none"> <li><b>Places</b> Different animal habitats.</li> <li><b>Objects</b> Fruits and vegetables. Dough and cooked bread/cakes / biscuits/ pancakes. Making bigger/smaller shadows. -Floating and sinking.</li> <li><b>Materials</b> Waterproof and not waterproof. Strong and weak. Recyclable and not recyclable. Which materials melt? Focus ice / snow</li> <li><b>Living things</b> Body parts of familiar animals. Nocturnal and diurnal animals. Adult and baby animals. How animals move. Sounds animals make. How plants grow - light, water, soil and air. Features of their own immediate environment and how environments might vary from one another.</li> <li><b>Changes</b> Seasonal weather understanding of Winter Spring Summer and Autumn.</li> </ul>	<p><b>General</b> Natural, wild, wildlife, native.</p> <p><b>Places</b> Woodland, desert, ocean, jungle, Arctic, Antarctic.</p> <p><b>Habitats:</b> Log, stone, tree, leaves, soil.</p> <p><b>Objects</b> Seaside, shell, seaweed, sand, sea, rockpool, British Autumn fruits and vegetables (e.g. apples, pears, beetroot, carrots, potatoes, butternut squash, sweetcorn, cauliflower).</p> <p><b>Materials</b> Bread / cakes / biscuits/ pancakes Mix, knead, prove, rise. Object, material, properties, suitable, recycling, magnetic.</p> <p><b>Properties</b> Waterproof, strong/weak, hard/soft.</p> <p><b>Material Types</b> Bubble wrap, foil, plastic, fabric, paper, straw, sticks, bricks, metal, glass.</p> <p><b>Living Things - Plants</b> Grow, lifecycle, roots, shoots, stem, leaves, buds, flower, water, light, warmth, temperature, soil, compost</p> <p><b>Living things - Animals</b></p>	<p><b>Skills</b></p> <table border="1"> <thead> <tr> <th>With Support</th> <th>Independently</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>Make simple predictions about what they think might happen.</li> <li>Carry out simple investigations in a small group.</li> <li>Explain why something happened. Use this to predict what might happen next/change.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>Talk about what has happened.</li> </ul> </td> </tr> </tbody> </table> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify, compare, classify and group a variety of places, objects, materials and living things.</li> <li>Talk about changes, including the seasons.</li> <li>Talk about their immediate environment and compare it to other environments.</li> </ul>	With Support	Independently	<ul style="list-style-type: none"> <li>Make simple predictions about what they think might happen.</li> <li>Carry out simple investigations in a small group.</li> <li>Explain why something happened. Use this to predict what might happen next/change.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about what has happened.</li> </ul>
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		<p>Body parts, hibernate, migrate, predator, prey, nocturnal. adult/parent, baby, lifecycle, egg, caterpillar, chrysalis, butterfly, birds' insects/bugs/ minibeasts, fish, reptiles' amphibians, mammals</p> <p>What animals give us - Meat, roast chicken, bacon/ham, milk/cheese/ butter, wool, eggs, honey.</p> <p><b>Environments</b> Woodland, playground, beach.</p> <p><b>Recycling</b> Compost.</p> <p><b>Changes</b> • Seasons: - Spring (growth, baby animals) - Summer - Autumn (Harvest) - Winter, weather: - Sun, rain, wind, snow, ice, frost, sleet, hail. - Cold/warm/hot, day length, day light.</p>	
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