


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

	EYFS UTW Links	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes	<p>-Identify what you need to wear for each season and why.</p> <p>-Understand the effect of changing seasons on the natural world around, discussing when and how things grow.</p> <p>-Understands that the weather changes and that in different countries you have different weather.</p>	<p>-In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again.</p> <p>-The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.</p>					
		Summer 1					


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Everyday Materials		<p>-All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons.</p> <p>-Materials can be described by their properties e.g. shiny, stretchy, rough etc. Some materials e.g. plastic can be in different forms with very different properties.</p>	<p>-All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water.</p> <p>-When choosing what to make an object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities.</p> <p>-A material can be suitable for different purposes and an object can be made of different materials.</p> <p>-Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing,</p>				


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

			stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness.				
		Spring Term	Summer 1				
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants		<p>-Growing locally, there will be a vast array of plants which all have specific names. (trees on school site-oak, ash, horse chestnuts, cedar, bluebells, snow drops)</p> <p>-These can be identified by looking at the key characteristics of the plant. (fruit and vegetable plants)</p> <p>-Plants have common parts, but they vary between the different types of plants.</p> <p>-That some plants are planted and some naturally grow (wild flowers/garden flowers)</p> <p>-Some trees keep their leaves all year</p>	<p>-Plants may grow from either seeds or bulbs.</p> <p>-These then germinate and grow into seedlings which then continue to grow into mature plants. These mature plants may have flowers which then develop into seeds, berries, fruits etc.</p> <p>-Seeds and bulbs need to be planted outside at particular times of year and they will germinate and grow at different rates.</p> <p>-plant seeds are transported to new sites for germination</p> <p>-Plants are suited in different habitats</p>	<p>-Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. The roots absorb water and nutrients from the soil and anchor the plant in place. The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal.</p> <p>-The leaves use sunlight and water to produce the plant's food.</p> <p>-Some plants produce flowers which enable the plant to reproduce.</p>			


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

		<p>(evergreen) while other trees drop their leaves during autumn (deciduous) and grow them again during spring.</p>	<p>-Plants need water, nutrients, sun to make them grow -Some plants are better suited to growing in full sun (such as Cactus -cactus, palm trees and joshua tree in deserts) and some grow better in partial or full shade (such as banana tree, venus fly trap and passion fruit in rainforests). Plants also need different amounts of water and space to grow well and stay healthy. -Botanists are scientists that study plants. Botanists have an important job because people and animals depend on plants in many ways. People and animals get food and oxygen from plants.</p>	<p>Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways. -Different plants require different conditions for germination and growth.</p>			
		Summer 2	Summer 2	Summer 1			



Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Animals including Humans	<p>-Explores the natural world around them, making observations and drawing pictures of animals and plants</p> <p>-Can talk about different life cycles.</p>	<p>-Animals vary in many ways having different structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.</p> <p>-Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.</p> <p>-Humans have key parts in common, but these vary from person to person. Humans (and other animals) find out about the world using their senses. Humans have five senses – sight, touch, taste, hearing and smelling. These senses are linked to particular parts of the body.</p>	<p>- Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.</p> <p>- All animals, including humans, have the basic needs of feeding, drinking and breathing that must be satisfied in order to survive. To grow into healthy adults, they also need the right amounts and types of food and exercise.</p> <p>- Good hygiene is also important in preventing infections and illnesses.</p>	<p>-Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</p> <p>-Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients.</p> <p>-Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.</p> <p>-There are different types of skeletons. Some creatures have a hydrostatic skeleton. These are made of fluid, which is put under lots of pressure and forms the animal's structure. An example of an animal with this skeletal structure is the starfish.</p>	<p>-Food enters the body through the mouth. Digestion starts when the teeth start to break the food down. Saliva is added and the tongue rolls the food into a ball. The food is swallowed and passes down the oesophagus to the stomach. Here the food is broken down further by being churned around and other chemicals are added.</p> <p>-The food passes into the small intestine. Here nutrients are removed from the food and leave the digestive system to be used elsewhere in the body. The rest of the food then passes into the large intestine. Here the water is removed for use elsewhere in the body. What is left is then stored in the rectum until it leaves the body through the anus when you go to the toilet.</p> <p>-Humans have four types of teeth: incisors</p>	<p>-When babies are young, they grow rapidly. They are very dependent on their parents. As they develop, they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce.</p> <p>-The milestones that babies reach by 2 years old</p> <p>-The gestation period of a human and how the foetus changes in the 9 months</p> <p>-The changes children go through before reaching puberty</p> <p>-The changes adults go through when they reach 'old age'</p> <p>-This needs to be taught alongside PSHE. The new statutory requirements for relationships and health education can be found below:</p>	<p>-The heart pumps blood in the blood vessels around to the lungs. Oxygen goes into the blood and carbon dioxide is removed. The blood goes back to the heart and is then pumped around the body. Nutrients, water and oxygen are transported in the blood to the muscles and other parts of the body where they are needed. As they are used, they produce carbon dioxide and other waste products. Carbon dioxide is carried by the blood back to the heart and then the cycle starts again as it is transported back to the lungs to be removed from the body. This is the human circulatory system.</p> <p>-Diet, exercise, drugs and lifestyle have an impact on the way our bodies function. They can affect how well our heart and lungs work, how likely we are to</p>


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

				<p>-Food packaging provides information what nutrients the food contain to make humans make sensible judgements what they can and can't eat</p> <p>-How muscles, such as triceps, biceps, calves operate movement in the human body</p> <p>-Our muscles are attached to our bones by tendons. They contract and relax, and always work in pairs- specifically triceps and biceps</p>	<p>for cutting; canines for tearing; and molars and premolars for grinding (chewing).</p>	<ul style="list-style-type: none"> • <i>statutory guidance on Physical health and mental wellbeing (primary and secondary).</i> <p>Other useful guidance includes:</p> <ul style="list-style-type: none"> • <i>Joint briefing on teaching about puberty in KS2 from PHSE Association and Association for Science Education</i> • <i>Briefing on humans development and reproduction in the Primary Curriculum from PHSE Association and Association for Science Education.</i> 	<p>suffer from conditions such as diabetes, how clearly we think, and generally how fit and well we feel. Some conditions are caused by deficiencies in our diet e.g. lack of vitamins. This content is also included in PSHE.</p>
		Autumn Term	Spring Term	Spring 1	Autumn 2	Spring 2	Autumn 1



Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Living Things and Habitats	<p>-Talk about local environments.</p> <p>- Explore the natural world around them, describing what they see, hear and feel whilst outside.</p> <p>-Recognise some environments that are different to the one in which they live.</p> <p>-Understands the needs to respect and care for the natural environment and all living things.</p>		<p>-All objects are either living, dead or have never been alive. Living things are plants (including seeds) and animals. Dead things include dead animals and plants and parts of plants and animals that are no longer attached e.g. leaves and twigs, shells, fur, hair and feathers (This is a simplification, but appropriate for Year 2 children.)</p> <p>-An object made of wood is classed as dead. Objects made of rock, metal and plastic have never been alive (again ignoring that plastics are made of fossil fuels).</p> <p>-Animals and plants live in a habitat to which they are suited, which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic</p>			<p>-Describe features of different types of animals (birds, mammals, amphibians, fish and reptiles)</p> <p>-Understand the 7 characteristics of living things: movement, Reproduction. Sensitivity. Surroundings, growth. Respiration., excretion, nutrition.</p> <p>-Explain the differences between vertebrate and invertebrate</p> <p>-Name animals and plants in the local area- deer, foxes, badgers, oak, ash, horse chestnuts, cedar, bluebells, snow drops)</p> <p>-Living things can be grouped (classified) in different ways according to their features. Classification keys can be used to identify and name living things.</p> <p>-Living things live in a habitat which provides an environment to which they are suited</p>	<p>-As part of their life cycle, plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg.</p> <p>-Animals, including humans, have offspring which grow into adults. In humans and some animals, these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults.</p> <p>-Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis. There are two types of metamorphosis- complete and incomplete metamorphosis</p>	<p>-Living things can be formally grouped according to characteristics. Plants and animals are two main groups but there are other living things that do not fit into these groups e.g. micro-organisms such as bacteria and yeast, and toadstools and mushrooms. Plants can make their own food whereas animals cannot.</p> <p>-Animals can be divided into two main groups: those that have backbones (vertebrates); and those that do not (invertebrates). Vertebrates can be divided into five small groups: fish; amphibians; reptiles; birds; and mammals. Each group has common characteristics. Invertebrates can be divided into a number of groups, including</p>


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

			<p>needs of the animals and plants – shelter, food and water.</p> <p>-Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect which plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc. The way that animals obtain their food from plants and other animals can be shown in a food chain.</p>		<p>(Year 2 learning). These environments may change naturally e.g. through flooding, fire, earthquakes etc. Humans also cause the environment to change. This can be in a good way (i.e. positive human impact, such as setting up nature reserves) or in a bad way (i.e. negative human impact, such as littering). These environments also change with the seasons; different living things can be found in a habitat at different times of the year.</p> <p>-Some living creatures are endangered. An example of one is the rhino. Rhinos are hunted for their horns which in some countries are then used in alternative medicines. Poachers also kill them for money.</p>	<p>-Understand the different parts of a plant and the purpose of those parts</p> <p>-Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.</p>	<p>insects, spiders, snails and worms.</p> <p>-Plants can be divided broadly into two main groups: flowering plants; and non-flowering plants.</p>
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Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

			Autumn 1		Spring Term	Autumun 2	Spring 2
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Rocks				<p>-Rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.</p> <p>-Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to</p>			


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

				the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.			
				Autumn 1			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces	Explore and talk about forces (push and pull). Explores non-contact forces (gravity and magnetism).			-A force is a push or a pull. When an object moves on a surface, the texture of the surface and the object affect how it moves. It may help the object to move better or it may hinder its movement e.g. ice skater compared to		-A force causes an object to start moving, stop moving, speed up, slow down or change direction. -Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This	


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

				<p>walking on ice in normal shoes.</p> <p>-A magnet attracts magnetic material. Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic.</p> <p>-Understand that different types of magnets vary in strength</p> <p>-The strongest parts of a magnet are the poles. Magnets have two poles – a north pole and a south pole.</p> <p>-If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. If two unlike poles, e.g. a north and south, are brought together they will pull together – attract.</p> <p>-Gravity is described as a pulling force</p>		<p>causes unsupported objects to fall.</p> <p>-Mass is a measure of how much matter there is in an object, while weight is a measure of the size of the pull of gravity on the object.</p> <p>-Air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water, or the air and water may be moving over a stationary object.</p> <p>-Streamlined means an object that is shaped to travel through air or water with as little resistance as possible.</p> <p>-Buoyancy is a force on an object making that object rise or move upward.</p> <p>-A mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long</p>	
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Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

						distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. -Pulleys, levers and gears are all mechanisms, also known as simple machines.	
				Autumn 2		Autumn 1	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light				<ul style="list-style-type: none"> -We see objects because our eyes can sense light. Dark is the absence of light. We cannot see anything in complete darkness. -Some objects, for example, the sun, light bulbs and candles are sources of light. Objects are easier to see if there is more light. -Some surfaces reflect light. Objects are easier to see when there is less light if they are reflective. -The light from the sun can damage our eyes 			<ul style="list-style-type: none"> -Light appears to travel in straight lines, and we see objects when light from them goes into our eyes. -The light may come directly from light sources, but for other objects some light must be reflected from the object into our eyes for the object to be seen. -Objects that block light (are not fully transparent) will cause shadows. -Because light travels in straight lines the shape of the shadow will be


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

				<p>and therefore we should not look directly at the sun and can protect our eyes by wearing sunglasses or sunhats in bright light.</p> <p>-Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light.</p> <p>-The size of the shadow depends on the position of the source, object and surface.</p>			the same as the outline shape of the object.
				Spring 2			Summer 1
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sound					<p>-A sound produces vibrations which travel through a medium from the source to our ears.</p> <p>-Different mediums such as solids, liquids and gases can carry sound, but sound cannot travel through a vacuum (an area empty of matter).</p>		



Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

					<p>-The vibrations cause parts of our body inside our ears to vibrate, allowing us to hear (sense) the sound. The loudness (volume) of the sound depends on the strength (size) of vibrations which decreases as they travel through the medium. Therefore, sounds decrease in volume as you move away from the source.</p> <p>-A sound insulator is a material which blocks sound effectively.</p> <p>-Pitch is the highness or lowness of a sound and is affected by features of objects producing the sounds. For example, smaller objects usually produce higher pitched sounds.</p>		
					Autumn 1		
Ⓛ	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

					<ul style="list-style-type: none"> -Many household devices and appliances run on electricity. Some plug in to the mains and others run on batteries. -Electricity is formed of energy that powers many appliances -An electrical circuit consists of a cell or battery connected to a component using wires. -If there is a break in the circuit, a loose connection or a short circuit, the component will not work. -A switch can be added to the circuit to turn the component on and off. -Metals are good conductors so they can be used as wires in a circuit. -Non-metallic solids are insulators except for graphite (pencil lead). -Water, if not completely pure, also conducts electricity. 		<ul style="list-style-type: none"> -Adding more cells to a complete circuit will make a bulb brighter, a motor spin faster or a buzzer make a louder sound. If you use a battery with a higher voltage, the same thing happens. -Adding more bulbs to a circuit will make each bulb less bright. Using more motors or buzzers, each motor will spin more slowly and each buzzer will be quieter. -Turning a switch off (open) breaks a circuit so the circuit is not complete and electricity cannot flow. Any bulbs, motors or buzzers will then turn off as well. -You can use recognised circuit symbols to draw simple circuit diagrams.
					Summer 2		Autumn 2


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
States of Matter					<p>-A solid keeps its shape and has a fixed volume. A liquid has a fixed volume but changes in shape to fit the container. A liquid can be poured and keeps a level, horizontal surface. A gas fills all available space; it has no fixed shape or volume. Granular and powdery solids like sand can be confused with liquids because they can be poured, but when poured they form a heap and they do not keep a level surface when tipped. Each individual grain demonstrates the properties of a solid.</p> <p>-Melting is a state change from solid to liquid. Freezing is a state change from liquid to solid. The freezing point of water is 0oC. Boiling is a change of state from liquid to gas that happens when a liquid is heated to a specific temperature and</p>		

**Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6**

					<p>bubbles of the gas can be seen in the liquid. Water boils when it is heated to 100oC. Different materials have different boiling points. Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid. Evaporation happens more quickly if the temperature is higher, the liquid is spread out or it is windy. Condensation is the change back from a gas to a liquid caused by cooling.</p> <p>-Water at the surface of seas, rivers etc. evaporates into water vapour (a gas). This rises, cools and condenses back into a liquid forming clouds. When too much water has condensed, the water droplets in the cloud get too heavy and fall back down as rain, snow, sleet etc. and drain back into rivers</p>		
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Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

					etc. This is known as precipitation. This is the water cycle.		
					Summer 1		
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and Space						<ul style="list-style-type: none"> -The Sun is a star. It is at the centre of our solar system. -There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. -Earth takes 365¼ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours. -As Earth rotates half faces the Sun (day) and half is facing away from the Sun (night). -As the Earth rotates, the Sun appears to move across the sky. -The Moon orbits the Earth. It takes about 28 days to complete its 	


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

						orbit and 28 days to rotate which is called synchronised rotation. From planet Earth you can only see 59% of the moon. -The Sun, Earth and Moon are approximately spherical.	
						Spring 1	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Properties and Changes of Materials						-Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment. -Mixtures can be separated by filtering, sieving and evaporation. -Some changes to materials such as	


Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

						dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.	
						Summer Term	
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Evolution and Inheritance							<p>-All living things have offspring of the same kind, as features in the offspring are inherited from the parents. Due to sexual reproduction, the offspring are not identical to their parents and vary from each other.</p> <p>-Plants and animals have characteristics that make them suited (adapted) to their environment. For instance a cactus has spines instead of leaves to prevent water loss, roots that spread</p>



Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

							<p>out wide to find water, and water is stored in the body of the cactus. If the environment changes rapidly, some variations of a species may not suit the new environment and will die. If the environment changes slowly, animals and plants with variations that are best suited survive in greater numbers to reproduce and pass their characteristics on to their young. Over time, these inherited characteristics become more dominant within the population. Over a very long period of time, these characteristics may be so different to how they were originally that a new species is created. This is evolution.</p> <p>-Fossils give us evidence of what lived on the Earth millions of year ago and provide evidence to support the theory of evolution. More recently, scientists</p>
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Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

							such as Darwin and Wallace observed how living things adapt to different environments to become distinct varieties with their own characteristics.
							Spring 1
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scientific Enquiry				<ul style="list-style-type: none"> -ask relevant questions and use different types of scientific enquiries to answer them -set up simple practical enquiries, comparative and fair tests -make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers 			

**Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6**

				<ul style="list-style-type: none">-gather, record, classify and present data in a variety of ways to help in answering questions-record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables-report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions-use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions-identify differences, similarities or changes related to simple scientific ideas and processes			
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Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

				-use straightforward scientific evidence to answer questions or to support their findings			
				Summer 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Looking After Our Environment							<p>-Learn about climate change. Weather refers to a specific event, like a sunny or rainy day. Climate refers to the average weather that is typical for a geographic location. Climate should not change dramatically, however this is what is happening as a result of climate change.</p> <p>-Explore ways to reduce how rubbish is sent to landfill. Recycling refers to the process by which rubbish and refuse are turned into</p>



Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

							<p>something new and given a second life, instead of going to landfill and causing pollution. Landfill refers to the disposal of waste by burying it.</p> <ul style="list-style-type: none">-Explore ways to reduce energy consumption. Primary energy sources can take many forms, including nuclear energy, fossil energy, and renewable sources like wind, solar, and hydro energy.-Explore what happens when fuels are burnt. When fossil fuels are burned, they release harmful gases into the atmosphere like CO₂-Explore outcomes of COP26. COP stands for Conference of the Parties. It is a supreme decision-making body that makes climate related
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Woodvale Primary Academy – Science Progression and Sequencing EYFS-Year 6

								policy to slow the warming of the planet. -Compare data associated with weather.
								Summer 2