



Halfway Nursery Infant School

Whole School Progression Map



Term: Autumn Term 1

Subject: Science

Concepts: *Safety and Wellbeing - 'The best me I can be!'*

Subject Drivers: PE, PSHE, Science (F1-/F2-CP/Y1-/Y2-)

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework	
	F1	F2	Y1	Y2
Working Scientifically Asking Questions	<p><i>Through continuous provision (indoor and outdoor)</i></p> <p>(UTW)</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. 	<p><i>Through continuous provision (indoor and outdoor)</i></p> <p>(UTW) Looks closely at similarities, differences, patterns and change.</p>		-ask simple questions and recognise that they can be answered in different ways
Working Scientifically Measuring and Recording	<ul style="list-style-type: none"> Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. 	<p>(UTW) 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</p>		observe closely, using simple equipment <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions - Use scientific knowledge to make predictions.
Working Scientifically Concluding	<ul style="list-style-type: none"> Shows care and concern for living things and the environment. 			identify and classify <ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions. (Changing State) - To explain how materials can be changed by heating and cooling.
Plants				

Animals, including humans.				describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Living things and their habitats				
Seasonal Change			observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies	
Materials		(UTW) Explore the natural world around them, making observations and drawing pictures of animals and plants (UTW) Understand some important processes and changes in the natural world around them, including the seasons (UTW) Understand some important processes and changes in the natural world around them, including changing states of matter.	distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties.	Uses of Everyday Materials • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -Construct a simple series electrical circuit, identifying and naming basic parts, including cells, wires, bulbs, switches and buzzers. - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
Key Vocabulary	Who, what, why, where, how, smell, touch, taste, feel, investigate, discover, explore, find, listen, look, experiment, compare, describe, test.	investigate, discover, explore, find, senses, smell, taste, touch, listen, look, experiment, compare, describe, test, try	investigate, observe, change, seasons, months, day, night, objects, materials, describe, look, compare, listen, explore, test.	heating, cooling, circuit, electricity, wires, bubs, battery, prediction, observe, results, test, magnetic, materials, food group, healthy, diet, proteins, carbohydrates, fats, dairy,



Halfway Nursery Infant School



Whole School Progression Map

Subject: Science

Term: Autumn Term 2

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: RE, Geography, History

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework	
	F1	F2	Y1	Y2
Working Scientifically Asking Questions	<i>Through continuous provision (indoor and outdoor)</i> (UTW) <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. 	<i>Through continuous provision (indoor and outdoor)</i> (UTW) Looks closely at similarities, differences, patterns and change.	ask simple questions and recognise that they can be answered in different ways	- Observing closely using simple equipment. (Changing State)
Working Scientifically Measuring and Recording			observe closely, using simple equipment <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions 	observe closely, using simple equipment <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions
Working Scientifically Concluding			identify and classify <ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions 	-Using their observations and ideas to suggest answers to questions. (Changing State) -Performing simple tests. (Changing State) - Use scientific knowledge to make predictions.

Plants	<ul style="list-style-type: none"> Shows care and concern for living things and the environment. 			
Animals, including humans.				
Key Vocabulary	Who, what, why, where, how, smell, touch, taste, feel, investiescribe, test.	investigate, discover, explore, find, senses, smell, taste, touch, listen, look, experiment, compare, describe, test, try, hot, cold, waterproof, absorbs, solid, liquid, melts	test, investigate, observe, results, predict, ask questions, describe, explain, identify, record.	state, melt, heat, chemical reaction, ice, predict, observe, experiment, results,



Halfway Nursery Infant School
Whole School Progression Map



Subject:

Term: Spring Term 1

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT.* (Y2- Art, ICT, Science)

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework	
	F1	F2	Y1	Y2
Working Scientifically Asking Questions	<i>Through continuous provision (indoor and outdoor)</i> (UTW) <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 	<i>Through continuous provision (indoor and outdoor)</i> (UTW) Looks closely at similarities, differences, patterns and change.	ask simple questions and recognise that they can be answered in different ways	To observe closely using simple equipment. To plan and perform simple tests. To draw conclusions from observations and discuss results.
Working Scientifically Measuring and Recording				
Working Scientifically Concluding				
Plants				
Animals, including humans.				

Living things and their habitats				
Seasonal Change				
Materials				<p>British Science Week- "our diverse world" experiment to investigate materials and their properties. Which material would be the best to make a coat to wear when exploring Antarctica?</p> <p>I can set up a simple experiment, choosing a variable to change.</p> <p>I can observe changes.</p> <p>I can recognise when a reaction is taking place.</p>
Key Vocabulary	Who, what, why, where, how, smell, touch, taste, feel, investigate, discover, explore, find, listen, look, experiment, compare, describe, test.	investigate, discover, explore, find, senses, smell, taste, touch, listen, look, experiment, compare, describe, test, try	ask questions, describe, explain, investigate.	world, diverse, materials, insulator, waterproof, temperature, cold, icy, explore



Halfway Nursery Infant School

Whole School Progression Map



Subject: Science

Term: Spring Term 2

Concepts: Time & Change – ‘Back to the Future’ (Y2 Space/Y1 Dinosaurs/FS2 Lifecycles of animals/FS1 Lifecycle of humans) **Subject Drivers:**, History, Science

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework	
	F1	F2 Life cycles of animals	Y1	Y2
Working Scientifically Asking Questions	Developing an understanding of growth, decay and changes over time.	Looks closely at similarities, differences, patterns and change.	ask simple questions and recognise that they can be answered in different ways	ask simple questions and recognise that they can be answered in different ways
Working Scientifically Measuring and Recording	Talks about why things happen and how things work. Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.	ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions	observe closely, using simple equipment • perform simple tests • gather and record data to help in answering questions
Working Scientifically Concluding			identify and classify • use their observations and ideas to suggest answers to questions	identify and classify • use their observations and ideas to suggest answers to questions
Plants				
Animals, including humans.		(UTW) Explore the natural world around them, making observations and drawing pictures of animals and plants	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	
Living things and their habitats				
Seasonal Change				

Materials				<p>Uses of Everyday Materials Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
<p>Key Vocabulary</p>	<p>Baby, grow, change, girl, boy, man, woman, old, young, birthday, age, who, what, why, where, how, smell, touch, taste, feel, investigate, discover, explore, find, listen, look, experiment, compare, describe, test.</p>	<p>Lifecycle, caterpillar, cocoon, chrysalis, butterfly, egg, hatch, chicken, chick.</p>	<p>carnivores, herbivores and omnivores amphibians, reptiles, birds and mammals</p>	<p>Material, wood, metal, plastic, glass, brick, rock, paper, cardboard, squash, bend, twist, stretch</p>



Halfway Nursery Infant School

Whole School Progression Map

Subject:

Term: Summer Term 1

Concepts: Conservation 'Our Wonderful World'

Subject Drivers: Geography, Science and PSHE. (FS1- / FS2-Planting seeds and looking after plants / Y1- / Y2-Ocean habitats)

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework	
	End points F1	End points F2 Planting seeds/looking after plants	End points Y1	End points Y2
Working Scientifically Asking Questions	<i>Through continuous provision (indoor and outdoor)</i>	(UTW) Looks closely at similarities, differences, patterns and change.	ask simple questions and recognise that they can be answered in different ways	ask simple questions and recognise that they can be answered in different ways
Working Scientifically Measuring and Recording	(UTW) 40-60 months: <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	. ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	observe closely, using simple equipment <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions 	observe closely, using simple equipment <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions
Working Scientifically Concluding			identify and classify <ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions 	identify and classify <ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions
Plants			identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common plants 	

Animals, including humans.		(UTW) Explore the natural world around them, making observations and drawing pictures of animals and plants	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals <ul style="list-style-type: none"> • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	
Living things and their habitats				Explore and compare the differences between things that are living, dead, and things that have never been alive 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. identify and name a variety of plants and animals in their habitats, including microhabitats . 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.
Seasonal Change				
Materials				
Key Vocabulary	Who, what, why, where, how, smell, touch, taste, feel, investigate, discover, explore, find, listen, look, experiment, compare, describe, test, plant, grow, water, sun, light, dark, change, leaf, plant, petal, flower, vegetable, fruit	plants, growing, seed, soil, sunlight, water, petal, stem, leaf	habitat, animals, living things, plants, differences, dead, living, life cycle, plants, growing, seed, soil, sunlight, water, petal, stem, leaf, body parts, human, skeleton.	habitat, animal, food chain, living thing, plant, variety, differences, dead, living



Halfway Nursery Infant School

Whole School Progression Map



Term: Summer Term 2

Subject:

Concepts: Enterprise, Inspiration and Aspiration – ‘When I grow up...’

Subject Drivers: Art, DT, ICT.

Aspect	EYFS (30 - 50mths to ELGs)		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework	
	End points F1	End points F2	End points Y1	End points Y2
Aspect	<p><i>Through continuous provision (indoor and outdoor)</i></p> <p>(UTW) 40-60 months:</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. 	<p><i>Through continuous provision (indoor and outdoor)</i></p> <p>(UTW) Looks closely at similarities, differences, patterns and change.</p> <p>ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>ask simple questions and recognise that they can be answered in different ways</p> <p>observe closely, using simple equipment</p> <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions <p>identify and classify</p> <ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions 	<p>ask simple questions and recognise that they can be answered in different ways</p> <p>observe closely, using simple equipment</p> <ul style="list-style-type: none"> perform simple tests gather and record data to help in answering questions <p>identify and classify</p> <ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions
Working Scientifically Asking Questions				
Working Scientifically Measuring and Recording				
Working Scientifically Concluding				
Plants			identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	identify and name a variety of common wild and garden plants, including deciduous and

			<ul style="list-style-type: none"> • identify and describe the basic structure of a variety of common 	<p>evergreen trees</p> <ul style="list-style-type: none"> • identify and describe the basic structure of a variety of common
Animals, including humans.			<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	
Living things and their habitats				
Key Vocabulary	Who, what, why, where, how, smell, touch, taste, feel, investigate, discover, explore, find, listen, look, experiment, compare, describe, test.	investigate, discover, explore, find, senses, smell, taste, touch, listen, look, experiment, compare, describe, test, try	wildlife, trees, plants, garden, types, differences, investigate, discover, test, explain, find, compare, describe, label, draw.	