Oughterside Foundation School: Science Topic Progression

Plants – Curriculum Progression

Birth to three	• Explore natural materials, indoors and outside.
Nursery	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.
Reception	• Draw information from a simple map. (Reception – Living things and their habitats) • Explore the natural world around them. (Reception – Living things and their habitats) • Describe what they see, hear and feel whilst outside. (Reception – Living things and their habitats) • Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats) • Understand the effect of changing seasons on the natural world around them. (Reception – Seasonal changes)
Year 1	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees.
Year 2	• Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)
Year 3	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Year 4	• Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
Year 5	• Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
Year 6	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)
Key Stage 3	• Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

Oughterside Foundation School: Science Topic Progression

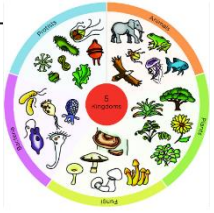
Plants – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore natural materials, indoors and outside.
Nursery	plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil, names of plants they grow
Reception	tree, bush, herb, names of plants they see (Reception - Living things and their habitats)
Year 1	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area
Year 2	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling names of plants in local habitats and micro-habitats (Y2 - Living things and their habitats)
Year 3	photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport
Year 4	classification, classification keys (Y4 - Living things and their habitats)
Year 5	life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (Y5 - Living things and their habitats)
Year 6	flowering, non-flowering, mosses, ferns, conifers (Y6 - Living things and their habitats)
Key Stage 3	• Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms

Oughterside Foundation School: Science Topic Progression

Living things and their habitats – Curriculum Progression

Birth to three	• Explore natural materials, indoors and outside.
Nursery	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to understand the need to respect and care for the natural environment and all living things.
Reception	• Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live.
Year 1	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants) • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans) • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 – Animals, including humans) • Observe changes across the four seasons. (Y1 - Seasonal change)
Year 2	• 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. • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans)
Year 3	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
Year 4	• Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans)
Year 5	• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. • Describe the life process of reproduction in some plants and animals.
Year 6	• Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. • Give reasons for classifying plants and animals based on specific characteristics. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance) • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance)



Oughterside Foundation School: Science Topic Progression

Key Stage 3	• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. • Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. • Differences between species.

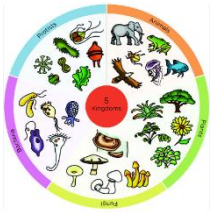
School Trips:

- Stocks Wood – Pond dipping, Observing animals, Looking for habitats.
- Bright Stars – Mussels in the Classroom – West Cumbria Rivers Trust. KS2
- Bright Stars – Amphibian and Reptile conservation – info@pbp.org.uk
- Workington Nature Partnerships – Pond dipping, Bug hunt, Bug hotels. www.workingtonnaturepartnership.co.uk
- Whitehaven Habour Youth Project – Outdoor canoe sessions in Whitehaven harbour – Sea bins and pollution.
- Cumbria Wildlife Trust – Beach litter picking, get cumbria buzzing workshops

Oughterside Foundation School: Science Topic Progression

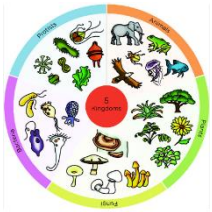
Living Things and their Habitats – Vocab Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore natural materials, indoors and outside.
Nursery	natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern plant, leaf, stem, branch, root, bark, flower, petal, seed, berry, fruit, vegetable, bulb, plant, hole, dig, water, weed, grow, shoot, die, dead, soil (Nursery - Plants)
Reception	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)
Year 1	names of garden and wild flowering plants in the local area (Y1 - Plants) head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group (Y1 - Animals, including humans) weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length (Y1 - Seasonal changes)
Year 2	living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and micro-habitats studied light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants) offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, cat/kitten, caterpillar/butterfly) (Y2 - Animals, including humans)
Year 3	photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport
Year 4	classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)
Year 5	life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, cuttings
Year 6	vertebrates, fish, amphibians, reptiles, birds, mammals, warm-blooded, cold-blooded, invertebrates, insects, spiders, snails, worms, flowering, non-flowering, mosses, ferns, conifers



Oughterside Foundation School: Science Topic Progression

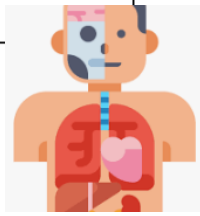
Key Stage 3	• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes • The structure and functions of the gas exchange system in humans, including adaptations to function • The mechanism of breathing to move air in and out of the lungs • The impact of exercise, asthma and smoking on the human gas exchange system



Oughterside Foundation School: Science Topic Progression

Animals including Humans – Curriculum Progression

Birth to three	• Explore natural materials, indoors and outside. • Make connections between the features of their family and other families. • Notice differences between people.
Nursery	• Use all their senses in hands-on exploration of natural materials. • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things.
Reception	• Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise some environments that are different to the one in which they live.
Year 1	• 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). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	• Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • 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. (Y2 - Living things and their habitats)
Year 3	• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Year 4	• Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Construct and interpret a variety of food chains, identifying producers, predators and prey.
Year 5	• Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) • Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats)
Year 6	• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats) • Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)

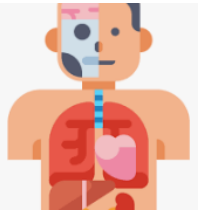


Oughterside Foundation School: Science Topic Progression

Key Stage 3	• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta. • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. • The structure and functions of the gas exchange system in humans, including adaptations to function. • The mechanism of breathing to move air in and out of the lungs. • The impact of exercise, asthma and smoking on the human gas exchange system.

School Trips/Activities:

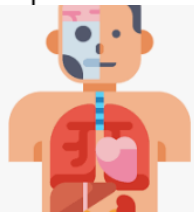
- Heart Dissection in KS2
- Oak Tree Charity - Animal Welfare sessions - www.oaktreeanimals.org.uk/about
- Phunky Foods Workshops
- Lake District Coast Aquarium - Maryport



Oughterside Foundation School: Science Topic Progression

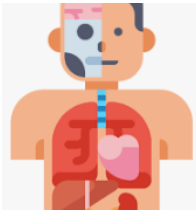
Animals Including Humans – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore natural materials, indoors and outside. • Make connections between the features of their family and other families. • Notice differences between people.
Nursery	egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young, fur, feathers, scales, tail, wings, beak, claws, paws, hooves, swim, walk, run, jump, fly, patterns, spots, stripes, grow, change, baby, toddler, child, adult, old person, smell, taste, touch, feel, hear, see, blind, deaf
Reception	names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman
Year 1	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the human body including those within the school's RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue
Year 2	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival (Y2 - Living things and their habitats)
Year 3	nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine
Year 4	digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey
Year 5	puberty, the vocabulary to describe sexual characteristics in line with the school's RSE policy life cycle, foetus, baby, child, adolescent, adult, reproduce, sexual, sperm, fertilises, egg, live young (Y5 - Living things and their habitats)
Year 6	heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle



Oughterside Foundation School: Science Topic Progression

Key Stage 3	• Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes • The structure and functions of the gas exchange system in humans, including adaptations to function • The mechanism of breathing to move air in and out of the lungs • The impact of exercise, asthma and smoking on the human gas exchange system

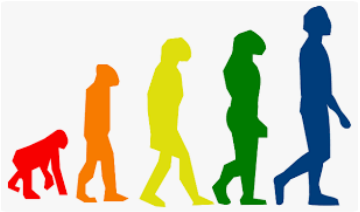


Oughterside Foundation School: Science Topic Progression

Evolution and Inheritance – Curriculum Progression

Birth to three	• Make connections between the features of their family and other families. • Notice differences between people.
Nursery	• Begin to understand the need to respect and care for the natural environment and all living things. (Nursery – Living things and their habitats)
Reception	• Recognise some environments that are different to the one in which they live. (Reception – Living things and their habitats)
Year 1	
Year 2	• 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. (Y2 - Living things and their habitats) • Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans)
Year 3	• Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants)
Year 4	• Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)
Year 5	• Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)
Year 6	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
Key Stage 3	• Heredity as the process by which genetic information is transmitted from one generation to the next. • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. • The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. • Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction.

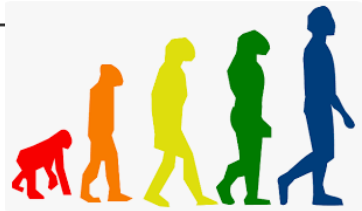
School Trips:



Oughterside Foundation School: Science Topic Progression

Evolution and Inheritance – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Make connections between the features of their family and other families. • Notice differences between people.
Nursery	natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern (Nursery - Living things and their habitats)
Reception	plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest) (Reception - Living things and their habitats)
Year 1	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud (Y1 - Plants)
Year 2	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling (Y2 - Plants) living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold (Y2 - Living things and their habitats)
Year 3	photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (e.g. wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil (Y3 - Plants) soil, fossil, bone, flesh, minerals (Y3 - Rocks)
Year 4	environment, habitat, human impact, positive, negative, migrate, hibernate (Y4 - Living things and their habitats) herbivore, carnivore, omnivore, producer, predator, prey (Y4 - Animals, including humans)
Year 5	life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings (Y5 - Living things and their habitats)
Year 6	offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution
Key Stage 3	• Heredity as the process by which genetic information is transmitted from one generation to the next • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model • The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection • Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction



Oughterside Foundation School: Science Topic Progression

Seasonal Changes- Curriculum Progression

Birth to three	•
Nursery	• Understand the key features of the life cycle of a plant and an animal. (Nursery – Plants & Animals, excluding humans)
Reception	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.
Year 1	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.
Year 2	
Year 3	• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)
Year 4	
Year 5	• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)
Year 6	
Key Stage 3	• The seasons and the Earth's tilt, day length at different times of year, in different hemispheres.

School Trips:

- Crummock Bank Farm to observe how seasonal changes effect work on the farm.
- Observing changes within our school grounds – Autumn walk, Spring walk etc with checklists.

Oughterside Foundation School: Science Topic Progression

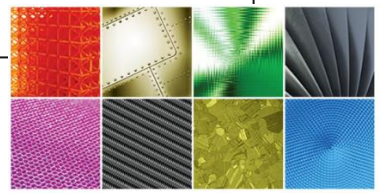
Seasonal Changes – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore natural materials, indoors and outside.
Nursery	grow, shoot, die, dead (Nursery - Plants) egg, chick, bird, caterpillar, cocoon, chrysalis, butterfly, frog spawn, tadpole, froglet, frog, grow, change, die, names of animals and their young (Nursery - Animals, excluding humans)
Reception	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers
Year 1	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length
Year 2	
Year 3	
Year 4	
Year 5	
Year 6	
Key Stage 3	• The seasons and the Earth's tilt, day length at different times of year, in different hemispheres

Oughterside Foundation School: Science Topic Progression

Materials – Curriculum Progression

Birth to three	• Explore materials with different properties. • Explore natural materials, indoors and outside.
Nursery	• Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about the differences between materials and changes they notice.
Reception	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.
Year 1	• 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.
Year 2	• 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.
Year 3	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks) • 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. (Y3 - Forces and magnets)
Year 4	• Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. • Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity)
Year 5	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. • Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
Year 6	
Key Stage 3	• Chemical reactions as the rearrangement of atoms. • Representing chemical reactions using formulae and using equations. • Combustion, thermal decomposition, oxidation and displacement reactions. • Defining acids and alkalis in terms of neutralisation reactions. • The pH scale for measuring acidity/alkalinity; and indicators.



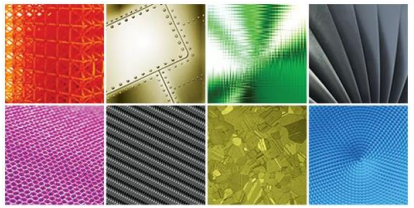
Oughterside Foundation School: Science Topic Progression

Materials – Vocabulary Progresson

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore materials with different properties. • Explore natural materials, indoors and outside.
Nursery	mix, stir, cook, hot, oven, microwave, change, burn, melt, hard, runny, set, freeze, freezer, cold, blended, hard, soft, bendy, stiff, wobbly, wood, plastic, paper, card, fabric
Reception	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back
Year 1	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through
Year 2	opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching
Year 3	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay) (Y3 - Rocks) magnetic force, magnet, attract, magnetic material, metal, iron, steel (Y3 - Forces and magnets)
Year 4	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle electrical conductor, electrical insulator, metal, non-metal (Y4 - Electricity)
Year 5	thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material
Year 6	
Key Stage 3	• Chemical reactions as the rearrangement of atoms • Representing chemical reactions using formulae and using equations • Combustion, thermal decomposition, oxidation and displacement reactions • Defining acids and alkalis in terms of neutralisation reactions • The pH scale for measuring acidity/alkalinity; and indicators

School Trips:

- Bright Stars – Sellafield – Disposal of waste



Oughterside Foundation School: Science Topic Progression

School Trips:

- Bright Stars - Sellafield - How do they

Oughterside Foundation School: Science Topic Progression

Rocks – Curriculum Progression

Birth to three	• Explore materials with different properties. • Explore natural materials, indoors and outside.
Nursery	• Use all their senses in hands-on exploration of natural materials. (Nursery – Living things and their habitats) • Explore collections of materials with similar and/or different properties. (Nursery – Living things and their habitats)
Reception	• Explore the natural world around them. (Reception – Living things and their habitats) • Describe what they see, hear and feel whilst outside. (Reception – Living things and their habitats)
Year 1	• Distinguish between an object and the material from which it is made. (Y1 - Everyday materials) • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials) • Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials)
Year 2	• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials)
Year 3	• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter.
Year 4	
Year 5	
Year 6	• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance)
Key Stage 3	• The composition of the Earth. • The structure of the Earth. • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks.

School Trips:

Oughterside Foundation School: Science Topic Progression

Rocks – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore materials with different properties. • Explore natural materials, indoors and outside.
Nursery	natural, shells, pebbles, stones
Reception	
Year 1	object, material, rock, brick, clay, hard, soft, waterproof, absorbent, rough, smooth, shiny, dull, see-through, not see-through (Y1 - Everyday materials)
Year 2	opaque, transparent, translucent, reflective, non-reflective (Y2 - Uses of everyday materials)
Year 3	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)
Year 4	
Year 5	
Year 6	evolution
Key Stage 3	• The composition of the Earth • The structure of the Earth • The rock cycle and the formation of igneous, sedimentary and metamorphic rocks

Oughterside Foundation School: Science Topic Progression

Light – Curriculum Progression

Birth to three	• Repeat actions that have an effect.
Nursery	• Explore how things work. • Talk about the differences in materials and changes they notice.
Reception	• Describe what they see, hear and feel whilst outside.
Year 1	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans) • Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials)
Year 2	
Year 3	• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. • Recognise that shadows are formed when the light from a light source is blocked by an opaque object. • Find patterns in the way that the size of shadows change.
Year 4	
Year 5	• Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. (Y5 - Properties and changes of materials)
Year 6	• Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. • Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Key Stage 3	• The similarities and differences between light waves and waves in matter. • Light waves travelling through a vacuum; speed of light. • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface. • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye. • Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras. • Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

School Trips:

Oughterside Foundation School: Science Topic Progression

Light – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Repeat actions that have an effect.
Nursery	light, torch, bulb, lamp, spotlight, shiny, bright, brighter, brightest, Sun, shine, glow, mirror
Reception	Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source
Year 1	senses, see, eyes (Y1 - Animals, including humans) shiny, dull, see-through, not see-through (Y1 - Materials)
Year 2	opaque, transparent, translucent, reflective, non-reflective (Y2 - Uses of everyday materials)
Year 3	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous
Year 4	
Year 5	
Year 6	straight lines, light rays
Key Stage 3	• The similarities and differences between light waves and waves in matter • Light waves travelling through a vacuum; speed of light • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye • Light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras • Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection

Oughterside Foundation School: Science Topic Progression

Forces – Curriculum Progression

Birth to three	• Repeat actions that have an effect.
Nursery	• Explore how things work. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.
Reception	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.
Year 1	
Year 2	• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials)
Year 3	• Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Year 4	
Year 5	• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces. • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
Year 6	
Key Stage 3	• Magnetic fields by plotting with compass, representation by field lines. • Earth's magnetism, compass and navigation. • Forces as pushes or pulls, arising from the interaction between two objects. • Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. • Moment as the turning effect of a force. • Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water. • Forces measured in Newtons, measurements of stretch or compression as force is changed.

School Trips:

Visits from Youth Stem Project

Oughterside Foundation School: Science Topic Progression

Forces – Vocabulary Progression

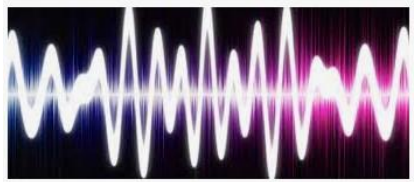
Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Repeat actions that have an effect.
Nursery	object, float, sink, water, up, down, top, bottom, push, pull, magnet, spring, squash, bend, twist, stretch, turn, spin, smooth, rough, fast, slow
Reception	float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce
Year 1	
Year 2	flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching (Y2 - Uses of everyday materials)
Year 3	force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole
Year 4	
Year 5	force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears
Year 6	
Key Stage 3	• Magnetic fields by plotting with compass, representation by field lines • Earth's magnetism, compass and navigation • Forces as pushes or pulls, arising from the interaction between two objects • Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces • Moment as the turning effect of a force • Forces: associated with deforming objects; stretching and squashing – springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water • Forces measured in Newtons, measurements of stretch or compression as force is changed

Oughterside Foundation School: Science Topic Progression

Sound – Curriculum Progression

Birth to three	• Repeat actions that have an effect.
Nursery	• Explore how things work.
Reception	• Describe what they see, hear and feel whilst outside.
Year 1	• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans)
Year 2	
Year 3	
Year 4	• Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases.
Year 5	
Year 6	
Key Stage 3	• Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition. • Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound. • Sound needs a medium to travel, the speed of sound in air, in water, in solids. • Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. • Auditory range of humans and animals. • Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound. • Waves transferring information for conversion to electrical signals by microphone.

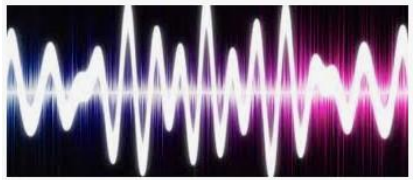
School Trips:



Oughterside Foundation School: Science Topic Progression

Sound – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Repeat actions that have an effect.
Nursery	sound, noise, loud, quiet, high, low, music, bang, blow, pluck, soft, hard, fast, slow, names of instruments
Reception	sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar
Year 1	senses, hear, ear (Y1 - Animals, including humans)
Year 2	
Year 3	
Year 4	sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, quiet, loud, insulation
Year 5	
Year 6	
Key Stage 3	• Waves on water as undulations which travel through water with transverse motion; these waves can be reflected, and add or cancel – superposition • Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound • Sound needs a medium to travel, the speed of sound in air, in water, in solids • Sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal • Auditory range of humans and animals • Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound • Waves transferring information for conversion to electrical signals by microphone



Oughterside Foundation School: Science Topic Progression

Electricity – Curriculum Progression

Birth to three	• Repeat actions that have an effect.
Nursery	• Explore how things work.
Reception	
Year 1	
Year 2	
Year 3	
Year 4	• Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.
Year 5	
Year 6	• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. • Use recognised symbols when representing a simple circuit in a diagram.
Key Stage 3	• Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current. • Differences in resistance between conducting and insulating components (quantitative). • Static electricity.

School Trips:

- Get wired – Sellafield – Circuits and Programming (Bright Stars)
- Beacon Museum Whitehaven.
- Watchtree Nature Reserve – Wind power.

Oughterside Foundation School: Science Topic Progression

Electricity – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Repeat actions that have an effect.
Nursery	battery, plug, socket, electricity, wire, sound, light, move
Reception	
Year 1	
Year 2	
Year 3	
Year 4	electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol
Year 5	
Year 6	circuit diagram, circuit symbol, voltage
Key Stage 3	• Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current • Differences in resistance between conducting and insulating components (quantitative). • Static electricity

Oughterside Foundation School: Science Topic Progression

Earth and Space – Curriculum Progression

Birth to three	• Explore and respond to different natural phenomena in their setting and on trips.
Nursery	
Reception	• Explore the natural world around them. • Describe what they see, hear and feel whilst outside.
Year 1	• Observe changes across the four seasons. (Y1 – Seasonal changes) • Observe and describe weather associated with the seasons and how day length varies. (Y1 – Seasonal changes)
Year 2	
Year 3	
Year 4	
Year 5	• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
Year 6	
Key Stage 3	• Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). • Our Sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance.

School Trips:

- The planetarium – Life Center at Newcastle
- Cockermouth Astronomical Society – Introduction to Cumbrian Night Sky – Bright Stars.

Oughterside Foundation School: Science Topic Progression

Earth and Space – Vocabulary Progression

Year-group(s)	Vocabulary/Statement(s)
Birth to 3	• Explore and respond to different natural phenomena in their setting and on trips.
Nursery	
Reception	Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float
Year 1	
Year 2	
Year 3	light, light source, Sun, sunlight, dangerous (Y3 - Light)
Year 4	
Year 5	Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit
Year 6	
Key Stage 3	• Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only) • Our Sun as a star, other stars in our galaxy, other galaxies • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres • The light year as a unit of astronomical distance

Oughterside Foundation School: Science Topic Progression

Year 7 Ready Goals

Following discussions with feeder secondary schools with have created the following list of skills which we feel are required to ensure our pupils are 'Year 7 ready'.

- Asking simple questions and recognising that they can be answered in different ways
- The ability to use simple equipment, performing simple tests and observing what happens then using these to suggest answers to questions.
- Understand of Fair testing and why this is important.
- Ability to identify characteristics of animals/materials and being able to classify them
- Recording data, coming to simple conclusions and using this data to help answer questions. Purple Mash may be used to support creating graphs to demonstrate finding.
- Using a variety of equipment including thermometers, stop clocks to take readings and use appropriate SI units
- Being able to consider different ways in which to record data
- Using scientific language to complete conclusions, answer questions and ask questions
- Construct simple drawings of equipment, label diagrams, bar charts, line graphs and tables
- Using data to predict new values
- Recognising the differences, similarities and changes related to simple scientific ideas.
- Using scientific evidence to support their findings when writing conclusions.
- Recognising patterns, relationships using data collected or data provided,
- Spotting anomalies and considering why these may have happened.
- Planning investigations using independent, dependant and control variables
- Experience of the periodic table through having it visible within lesson.
- Basic science safety which can be applied when pupil start using science labs at secondary.
- The ability to use basic scientific practical equipment; balance, measuring cylinder, stop clock, pipette, and recognise equipment such as beakers, conical flasks, funnels, filter paper