



Bleasby Primary School

Science Knowledge Progression Map



	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Enquiry Focus	<p>British History Timeline</p> <p><i>What can we learn from the past? What did the people of the past give to us?</i></p>	<p>World Achievements</p> <p><i>What difference does it make that we are part of a bigger world? Does ancient history matter?</i></p>	<p>Plants & Habitats</p> <p><i>Can we look after our world better? Are we looking after our local environment?</i></p>	<p>Contrasting and impactful periods in British History</p> <p><i>When would you prefer to have lived?</i></p>	<p>Knowledge of the World</p> <p><i>Why is it important to be globally connected?</i></p>	<p>Animals & Healthy Bodies</p> <p><i>Are we looking after our bodies as well as we could?</i></p>
FS/1/2	Every day materials	Plants	Plants Living things and their habitats <i>Seasonal changes</i>	Materials	Forces Seasonal changes	Animals including humans
3/4	Light Electricity	Materials (rocks) Forces & Magnets	Plants Living things and their habitats	Forces & Magnets Sound	Materials (<i>no rocks</i>)	Animals including humans
5/6	Light Electricity	Forces Evolution – fossils	Living things and their habitats <i>Evolution & inheritance - adaptation (Y6 SRE)</i>	Materials- properties and changes of. Forces Electricity	Light Evolution Earth and Space Y6-Living things and their habitats make sure all necessary info was covered in Y5.	Animals including humans <i>Evolution & inheritance - offspring (Y6 SRE)</i>



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Plants, living things and their habitats			
(R)/1/2 Spring A	(R)/1/2 Summer A	3/4 Summer A	5/6 Summer A
<p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 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 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 <p>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</p>	<p>Plants, habitats, soils, classification, impact of environmental change</p> <p>Y3 Plants: Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers</p> <p>Explore the part flowers play in a flowering plants life cycle, including pollination, seed formation and seed dispersal</p> <p>Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants Know the way in which water is transported between plants</p> <p>Y4 Living Things and Their Habitats Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>Y4 Animals including humans Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Y5-Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird. Know the process of reproduction in plants. Know the process of reproduction in animals.</p> <p>Y6 observable characteristics and based on similarities and differences. Give reasons for classifying plants and animals based on specific characteristics</p>



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Humans, other animals and healthy bodies			
(R)/1/2 Summer B	3/4 Summer B	5/6 Summer B	5/6 Summer A
<p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Animals including Humans:</p> <p>Content from Y3 PoS</p> <ul style="list-style-type: none"> • Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat. ☐ • Know how nutrients, water and oxygen are transported within animals and humans. • Know about the importance of a nutritious, balanced diet. ☐ • Identify that humans and some other animals have skeletons and muscles for support, protection and movement: <p>Content from Y4 PoS</p> <ul style="list-style-type: none"> • 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. 	<p>Y5- Describe the changes as humans develop to old age.</p> <p>Y6-</p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Y6- SRE- section of science curriculum.</p>	<p>Y6- SRE- section of science curriculum.</p>



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Materials				
(R)/1/2 Autumn A	(R)/1/2 Autumn B	3/4 Spring A	3/4 Spring B	5/6 Autumn B
<p>Year 1 Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their simple properties</p> <p>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.</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Year 1 Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their simple properties</p> <p>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.</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Materials: Content from Y3 PoS</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks based on 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 <p>(To link into work in the next term.)</p>	<p>Materials: Content from Y3 PoS</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks based on 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 <p>Content from Y4 PoS</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Y5-Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. comparative and fair tests, for the uses of everyday materials, including wood, metals 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 this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>



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Forces				
(R)/1/2 Spring B	3/4 Autumn B	3/4 Spring A	5/6 Spring A	5/6 Autumn B
<p>Forces: Pushing and pulling can make things move faster or slower. Pushing and pulling can make things move or stop. Things can move in different ways. Larger masses take bigger pushes and pulls to move or stop them. Pushing and pulling can change the shape of things. Bigger pushes and pulls have bigger effects</p>	<p>Forces Content from Y3 PoS Compare how things move on different surfaces.</p> <p>Know how a simple pulley works and use making lifting an object simpler</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract and repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles.</p>	<p>Forces Content from Y3 PoS Compare how things move on different surfaces.</p> <p>Know how a simple pulley works and use making lifting an object simpler</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract and repel each other and attract some materials and not others. Compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. Describe magnets as having two poles.</p>	<p>Y5-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</p>	<p>Y5-Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives. Identify the effects of air resistance, water resistance and friction, which act between moving surfaces. Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</p>



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	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
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Light				
(R)/1/2 Summer B	3/4 Autumn A	3/4 Autumn B	5/6 Autumn A	5/6 Autumn B
	<p>Year 3 Light and sight</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the sizes of shadows change.</p>	<p>Standalone Science:</p> <p>Sound</p> <p>Content from Y4 PoS</p> <p>Know how sound is made associating some of them with vibrating.</p> <p>Know what happens to a sound as it travels from its source to our ears.</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Know how sound travels from a source to our ears.</p> <p>Know the correlation between pitch and the object producing a sound.</p>	<p>Y6- Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p>Y6-Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>



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Electricity					
(R)/1/2 Summer B	3/4 Autumn A	5/6 Autumn A	5/6 Autumn B	Spring B	Summer B
	<p>Electricity Y4 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 a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes the circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Know the difference between a conductor and an insulator, giving examples of each. Safety when using electricity.</p>	<p>Y6- 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.</p>	<p>Y6- 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.</p>		



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Evolution					
5/6 Spring A	5/6 Spring B	5/6 Summer B	5/6 Summer A	Spring B	Summer B
<p>Y6-Know about evolution and can explain what it is. Know how fossils can be used to find out about the past.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>	<p>Know about evolution and can explain what it is. Know how fossils can be used to find out about the past.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p>				

Earth and Space					
(R)/1/2 Spring B	3/4 Summer B	5/6 Spring B	5/6 Summer A	Spring B	Summer B
<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>		<p>Y5- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately</p>			



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		spherical bodies Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.			
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