Progression of Knowledge and End Points
Science

	End of term 1
EYFS	**Let's explore** Communication and language- Follow one step instructions. Understand why questions. Understanding the world- Talk about the passing of time. Begin to recognise seasonal changes. Talk about the features of their immediate environment with visual representations. Describe what can be heard seen or felt outside. Explore the natural around them using observation. **Marvellous machines** Understanding the world- continue to build on talking about the passing of time. Understand some important changes in processes in the natural world around them. Communication and language – Follow instructions with two parts in a familiar situation. Ask questions to find out more.
Y1	**Everyday materials. - chemistry** To know the name of the materials an object is made from. To know about and compare the properties of everyday materials. **Animals including humans. (Human senses – biology** Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

The end point core knowledge information for each of the driver subjects can be discussed, shown and articulated by the subject lead using the Cornerstones software. This is the vehicle we currently use. However, we are continuously working to make our curriculum implementation more bespoke and localised. The action plan for Curriculum Development supports the journey we are on.

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	Working scientifically asking simple questions and recognising that they can be answered in different ways Simple equipment is used to take measurements and observations. Perform simple tests following a set of instructions. Simple tests can be carried out following simple instructions.
Y2	**Key knowledge animal survival** **Animals (animals including humans)- biology** Classify things by living, dead or never lived. To know how a specific habitat provides for the basic needs of things living there (plants and animals) To be able to name different sources of food for animals. To know about and explain a simple food chain.
	Working scientifically Performing simple tests to gather information and answer questions. Using simple equipment to take measurements and observations. To use questions to help us find out about the world.

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Y3	**<u>Key knowledge – animal nutrition and skeletal system. (animals including humans) – biology</u>** To know that animals cannot make their own food and need to get nutrition from the food they eat. It is important for humans to have a balanced diet made up of the main food groups. Humans need to stay hydrated by drinking water. Humans have skeleton and muscles for movement, support and for protecting organs.
	<u>Working scientifically</u> Using and answering questions to gain a deeper understanding of the world. Using practical investigations to carry out and compare fair tests. Data can be recorded and displayed in different ways and can be used to provide evidence to answer questions.
Y4	**<u>Food and the digestive system- Animals including humans – biology</u>** Identifying and name the parts of the human digestive system. Know the functions of the organs in the human digestive system. Identify and know the different types of human teeth and their simple functions. Use and construct food chains to identify producers, predators and prey. **<u>Sound- biology</u>**

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	Know how sound is made, associating some of them with something vibrating. Know how sound travels from a source to our ears through vibrations. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between volumes of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source.
	Working scientifically. Ask relevant questions and use different types of science enquiry to use answer them. Set up simple practical enquires comparative and fair tests. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
Y5	**Forces and Mechanisms- forces- physics** Know what gravity is and its impact on our lives. Identify and know the effect of air and water resistance. Identify and know the effect of friction. Explain how levels, pulleys and gears allow a smaller force to have a great effect. **Earth and space- physics** Know about and explain the movement of the earth and other planets relative to the sun.

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	Know about and explain the movement of the moon relative to the sun and earth. Know and demonstrate how night and day are created. Describe the sun, Earth and moon (using the term spherical.)
	Working scientifically Plan different types of enquires to answer questions including recognising and controlling variables where necessary. Report and present findings from enquires including conclusions casual relationships and explanations of and degree of trust in results in different forms. Identify scientific evidence that has been used to support or refute ideas or arguments.
Y6	**Light theory- light- physics** To know that light travels in straight lines and explain that objects are seen because they give out or reflect light into the eye. To explain why shadows have the same shape as the object that casts them.
	Evolution and Inheritance- physics To recognise how the earth and living things have changed over time. To know how fossils can be used to find out about the past. To know that living things produce offspring of the same kind that are not identical to their parents.

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	To know how animals and plants are adapted to suit their environment and that adaptation may lead to evolution.
	Working scientifically Take measurements using a range of scientific equipment with increasing accuracy and precision. (Including repeating readings.) Record data and results of increasing complexity in different forms. 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.

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