



Foundation Subjects Knowledge & Skills Progression - F1 to Y1

EYFS AoL	C&L	PSED	PD	Literacy	Mathematics	UtW	EAD
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Art & Design

Aspect	Foundation 1	Foundation 2	Year 1
Human Form	A human body normally includes a head, body, arms, legs, hands, feet, fingers and toes. Use a variety of marks to represent the human form, from observation, imagination or memory.	A human body normally has a head, neck, body, two arms, two legs, two hands, two feet, five fingers and five toes. A human face has two eyes, a nose and a mouth. Represent different parts of the human body from observation, imagination or memory with attention to some detail.	A human face includes features, such as eyes, nose, mouth, forehead, eyebrows and cheeks. Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.
Creation	Use a range of media, tools and techniques to create images, express ideas and show different emotions.	Different types of art include painting, drawing, collage, textiles, sculpture and printing. Create art in different ways on a theme, to express their ideas and feelings.	Ideas can be created through observation (looking closely), imagination (creating pictures in the mind) and memory (remembering experiences from the past). Design and make art to express ideas.
Generation of Ideas	Talk about and represent ideas, sounds, movement and emotions through their creations.	Communicate their ideas as they are creating artwork.	Discussion and initial sketches can be used to communicate ideas and are part of the artistic process. Communicate their ideas simply before creating artwork.
Evaluation	Say what they like or dislike about their work.	Share their creations with others, explaining their intentions and the techniques and tools they used.	Aspects of artwork that can be discussed include subject matter, use of colour and shape, the techniques used and the feelings the artwork creates. Say what they like about their own or others' work using simple artistic vocabulary.
Malleable Materials	Explore ways of changing the shape or texture of malleable materials.	Materials can be soft and easy to shape, like dough, or harder and more difficult to shape, like wire. Manipulate malleable materials into a variety of shapes and forms	Malleable materials include rigid and soft materials, such as clay, plasticine and salt dough. Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling,

		using their hands and other simple tools.	modelling, flattening, poking, squashing and smoothing.
Paper and Fabric	Paper and fabric can be cut and torn and joined together using glue. Use a variety of paper and fabric to make images.	Papers and fabrics can be used to create art, including tearing, cutting and sticking. Cut, tear, fold and stick a range of papers and fabrics.	Collage is an art technique where different materials are layered and stuck down to create artwork. Use textural materials, including paper and fabric, to create a simple collage.
Paint	The primary colours are red, yellow and blue. Explore colour and application of paint using a range of different tools.	The primary colours are red, yellow and blue. Use primary and other coloured paint and a range of methods of application.	The primary colours are red, yellow and blue. Identify and use paints in the primary colours.
Printing	Make simple prints using fingers, hands, feet and found objects.	Make simple prints using a variety of tools, including print blocks and rollers.	A print is a shape or image that has been made by transferring paint, fabric paint, ink or other media from one surface to another. Make simple prints and patterns using a range of liquids including ink and paint.
Pencil, ink, charcoal & pen	Different types of line include bumpy, zigzag, curvy and dotted. Make continuous lines and closed shapes using drawing materials to represent their ideas and make patterns.	Different types of line include thick, thin, straight, zigzag, curvy and dotted. Select appropriate tools and media to draw with.	Soft pencils create darker lines and are marked with a B for black. Hard pencils create lighter lines and are marked with an H for hard. Different types of line include zigzag, wavy, curved, thick and thin. Use soft and hard pencils to create different types of line and shape.
Natural Art	Leaves, twigs, flowers and pebbles are natural materials and they can be used to make patterns and pictures. Explore natural materials and loose parts to make patterns and images.	Logs, pebbles, sand, mud, clay and other natural materials can be used to make simple 2-D and 3-D forms. Use natural materials and loose parts to make 2-D and 3-D art.	Transient art is moveable, non-permanent and usually made of a variety of objects and materials. Natural materials, such as grass, pebbles, sand, leaves, pine cones, seeds and flowers, can be used to make transient art. Make transient art and pattern work using a range or combination of man-made and natural materials.
Landscapes	Create pictures of places from imagination or experience.	A painting of a place is called a landscape. Draw or paint a place from observation or imagination.	Drawings or paintings of locations can be inspired by observation (looking closely), imagination (creating pictures in the mind) and memory (remembering places from the past). Draw or paint a place from memory, imagination or observation.
Compare & Contrast	Say how their artwork is the same or different to someone else's.	Discuss similarities and differences in their own and others' work, linked to visual elements, such as colour, scale, subject matter, composition and type.	Similarities and differences between two pieces of art include the materials used, the subject matter and the use of colour, shape and line. Identify similarities and differences between two or more pieces of art.
Significant people, artwork & movements	Explore and talk about pictures of famous artwork as they paint and draw.	Explore artwork by famous artists and talk about their likes and dislikes.	Words relating to colour, shape, materials and subject matter can be used to explore works by significant artists. Describe and explore the work of a significant artist.

Design and Technology

Aspect	Foundation 1	Foundation 2	Year 1
Everyday Products	Everyday products, such as cups, plates and spoons are designed to help us. Name and explore a range of everyday products and explore how things work.	Everyday products are objects that we use every day. These objects have a specific use. Name and explore a range of everyday products and begin to talk about how they are used.	Everyday products are objects that are used routinely at home and school, such as a toothbrush, cup or pencil. All products are designed for a specific purpose. Name and explore a range of everyday products and describe how they are used.
Staying Safe	It is important to listen to adults and follow simple rules and procedures when using equipment and tools. Show an understanding that tools and equipment need to be used safely and collaborate with others when moving large equipment.	Rules keep us safe when using equipment. Safety rules include always listening carefully and following simple instructions, using equipment only for the tasks they are designed for and washing hands before touching food. Follow rules and instructions to keep safe.	Rules are made to keep people safe from danger. Safety rules include always listening carefully and following instructions, using equipment only as and when directed, wearing protective clothing if appropriate and washing hands before touching food. Follow the rules to keep safe during a practical task.
Mechanisms & Movement	Vehicles and ride-on toys have wheels to help them move. Explore, build and play with a range of resources and construction kits with wheels.	Vehicles and machines have wheels and axles to help them move. Explore, build and play with a range of resources and construction kits with wheels and axles.	An axle is a rod or spindle that passes through the centre of a wheel to connect two wheels. Use wheels and axles to make a simple moving model.
Electricity	Batteries power some objects. A switch turns them off and on. Explore battery-powered objects using switches to turn them off and on.	Many appliances at home and school need electricity to work. The appliances need to be attached to electricity through a plug and socket, or use batteries. Identify products that use electricity to make them work.	Electricity is a form of energy. Many household appliances use electricity, such as kettles, televisions and washing machines. They can be switched on by completing the circuit to allow the flow of electricity or off by breaking the circuit to prevent electricity from flowing. This can be a switch on the appliance or a wall socket switch. Identify products that use electricity to work and describe how to switch them on and off.
Generation of Ideas	Develop their own ideas and explore a variety of resources, including blocks and construction kits to create 'small worlds' and objects linked to their interests.	Create collaboratively, share ideas and use a variety of resources to make products inspired by existing products, stories or their own ideas, interests or experiences.	Design criteria are the explicit goals that a project must achieve. Create a design to meet simple design criteria.
Structures	Different materials can be used for construction. They have different properties. Make simple structures using a range of materials.	Different materials have different properties and can be used for different purposes. Construct simple structures and models using a range of materials.	Different materials can be used for different purposes, depending on their properties. For example, cardboard is a stronger building material than paper. Plastic is light and can float. Clay is heavy and will sink. Construct simple structures, models or other products using a range of materials.
Use of ICT	Seek support from adults to use digital devices to create a	Digital devices can be used to share information about	Computer aided designs when computers are used to help

	digital record of their creations.	creations with others. Use digital devices to take digital images or recordings of their creations to share with others.	design products. It has advantages over paper design in that it will show how finished products will look. Different colours and textures can also be trialled. Use design software to create a simple plan for a design.
Investigation	Tools have different purposes. For example, scissors are used for cutting and glue is used for sticking. Explore simple tools within practical tasks and experiment with joining materials.	Different tools are needed for different tasks. For example, pencils and paper are needed for drawing pictures. Choose and explore appropriate tools for simple practical tasks.	Specific tools are used for particular purposes. For example, scissors are used for cutting and glue is used for sticking. Select the appropriate tool for a simple practical task.
Evaluation	Different aspects of designing and making can be discussed with others. Share their creations with others and respond to questions and suggestions about how it was made.	Recognise that it is possible to change and alter their designs and ideas as they are making them. Adapt and refine their work as they are constructing and making.	A strength is a good quality of a piece of work. A weakness is an area that could be improved. Talk about their own and each other's work, identifying strengths or weaknesses and offering support.
Cutting & Joining Textiles			Scissors are used to cut fabrics. Glue and simple stitches, such as running stitch, can be used to join fabrics. Running stitch is made by passing a needle in and out of fabric at an even distance. Cut and join textiles using glue and simple stitches.
Materials for Purpose	Explore and choose freely from a variety of materials when making.	Different materials are suitable for different purposes, such as construction kits for modelling and ingredients for baking. Select appropriate materials when constructing and making.	Different materials are suitable for different purposes, depending on their specific properties. For example, glass is transparent, so it is suitable to be used for windows. Select and use a range of materials, beginning to explain their choices.
Decorating & Embellishing Textiles			Fabric can be decorated using materials and small objects, such as buttons and sequins. Decorations can be attached to the fabric by gluing, stapling or tying. Use gluing, stapling or tying to decorate fabric, including buttons and sequins.
Food prep & cooking		A recipe is a set of instructions for preparing a dish and includes a list of the ingredients required. Follow instructions, including simple recipes, that include measures and ingredients.	Using non-standard measures is a way of measuring that does not involve reading scales. For example, weight may be measured using a balance scale and lumps of plasticine. Length may be measured in the number of handspans or pencils laid end to end. Measure and weigh food items using non-standard measures, such as spoons and cups.
Nutrition	Some foods are healthy. These include fruits, vegetables, nuts and seeds. Help to prepare a range of healthy snacks.	There are healthy and unhealthy foods. Fruit and vegetables are an important part of a healthy diet. Suggest healthy ingredients that can be used to make simple snacks.	Fruit and vegetables are an important part of a healthy diet. It is recommended that people eat at least five portions of fruit and vegetables every day. Select healthy ingredients for a fruit or vegetable salad.

Origins of Food	Food can come from plants or animals. Explore and try a range of foods and suggest where they come from.	Food comes from different sources, including from animals, such as meat, fish, eggs and dairy, or from plants, such as fruit and vegetables. Begin to identify the origins of some foods.	Some foods come from animals, such as meat, fish and dairy products. Other foods come from plants, such as fruit, vegetables, grains, beans and nuts. Sort foods into groups by whether they are from an animal or plant source.
Compare & Contrast	Share their creations with others and begin to notice how the work of others is the same or different to their own.	Aspects of designing and making can be compared with others, including inspiration for making a product and the tools and techniques used. Describe what, why and how something was made and compare with others.	Two products can be compared by looking at a set of criteria and scoring both products against each one. Describe the similarities and differences between two products.
Significant People		Some products are significant because they have changed the way people live their lives. Explore significant products.	The importance of a product may be that it fulfils its goals and performs a useful purpose. Describe why a product is important.

Geography

Aspect	Foundation 1	Foundation 2	Year 1
Human Features & Landmarks	Human features of the immediate environment include the school, the playground, streets and houses. Notice and begin to name different man-made features in the immediate environment, including the school grounds, local streets and the place they live.	Human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship. Name and talk about man-made features in the local environment, including shops, houses, streets and parks.	Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. Name and describe the purpose of human features and landmarks.
Settlements & Land Use	Say how two places in the immediate environment are the same or different.	Describe a contrasting environment to their own.	A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. Identify the characteristics of a settlement.
Climate & Weather	Changes in the local environment, such as leaves changing colour or the number of people outside, occur with the passing of the seasons. Notice ways that the local environment changes during different seasons.	There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. Record observations about the way the local environment changes throughout each season.	There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns. Types of weather include sun, rain, wind, snow, fog, hail and sleet. In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather. Identify patterns in

			daily and seasonal weather.
Physical Processes		All types of weather can affect the environment and how we use it. For example, on sunny days, people might go to the park or the coastline. On cold, icy days, roads and rivers can be frozen. Describe how different types of weather affect the local environment.	Weather is a physical process. Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.
Geographical Resources		Maps and photographs can be used to show key features of the local environment. Use photographs and maps to identify and describe human and physical features from their locality.	An aerial photograph or plan perspective shows an area of land from above. Identify features and landmarks on an aerial photograph or plan perspective.
Data Analysis	Use small world toys, such as cars and model houses, to represent data from the locality.	Geographical information can be collected by using simple tally charts and pictograms. Begin to collect simple geographical data during fieldwork activities.	Data is information that can be collected and used to answer a geographical question. Collect simple data during fieldwork activities.
Fieldwork	Take part in simple fieldwork activities, such as helping to take photographs or recording simple data.	Fieldwork includes going on walks and visits to collect information about the environment. Take photographs, draw simple picture maps and collect simple data during fieldwork activities.	Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples. Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
Physical Features			Physical features are naturally-created features of the Earth. Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.
Environment	It is everybody's responsibility to look after the environment. Show care for living things and the environment.	Litter has a harmful effect on the areas where we live, work and play. People need to put their rubbish into the bin and not throw it on the ground. Describe ways to look after the immediate environment.	Litter and pollution have a harmful effect on the areas where we live, work and play. Describe how pollution and litter affect the local environment and school grounds.
Sustainability			Natural environments can be affected by the actions of humans, including cutting down trees or dropping litter. Humans can protect the environment by choosing to preserve woodlands and hedgerows, recycling where possible and disposing of waste carefully. Describe ways to protect natural environments, such as woodlands, hedgerows and meadows.
World	The world has lots of different places. Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an	Globes and maps can show us the location of different places around the world. Begin to notice and talk about the different places around the world, including oceans	A continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the

	awareness of other places in the world.	and seas.	Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. Name and locate the world's seven continents and five oceans on a world map.
UK	Show an interest in the place they live on a map or globe.	Identify the United Kingdom on a world map or globe.	The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages. Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
Location	Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.	Describe how the weather, plants and animals of one place is different to another using simple geographical terms.	Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. Locate hot and cold areas of the world in relation to the equator.
Position	Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind and in front of. Discuss routes and locations and use and understand some positional language.	Positional language is used to describe where things are in relation to one another. Positional language includes in, on, next to, behind, in front of, in between, above, below and underneath. Use simple positional language to describe where things are in relation to each other and give directions.	Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
Maps	Describe a familiar route and use maps as part of role play.	A map is a picture or drawing of an area of land or sea. Make and use simple maps in their play to represent places and journeys, real and imagined.	A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located. Draw or read a simple picture map.
Compare & Contrast	Talk about simple differences between the way people live in the community and beyond using pictures, books, maps and other geographical resources.	Places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. Describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.	Places can be compared by size, amenities, transport, location, weather and climate. Identify the similarities and differences between two places.

Significant Places		A place can be important because of its location, use buildings or landscape. Discuss and describe places that are important to them.	A place can be important because of its location, buildings, landscape, community, culture and history. Important buildings can include schools, places of worship and buildings that provide a service to the community, such as shops and libraries. Some buildings are important because they tell us something about the past. Name important buildings and places and explain their importance.
Geographical Change		Discuss how the local environment has changed over time using photographs and first-hand experiences.	Geographical features can change over time. Describe how a place or geographical feature has changed over time.

History

Aspect	Foundation 1	Foundation 2	Year 1
Everyday Life		Talk about past and present events in their own lives and those who are important to them.	Aspects of everyday life include houses, jobs, objects, transport and entertainment. Describe an aspect of everyday life within or beyond living memory.
Hierarchy & Power		Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories. Explore and talk about pictures, stories and information books on the theme of royalty.	A monarch is a king or queen who rules a country. Describe the role of a monarch.
Civilisations			
Report & Conclude	Stories, books and pictures give us information about the past. Be aware of people and events from the past by sharing books and looking at photographs.	Stories, books and pictures are used to help people to find out about people and events from the past. Share stories and talk about events in the past.	Stories, pictures and role play are used to help people learn about the past, understand key events and empathise with historical figures. Create stories, pictures, independent writing and role play about historical events, people and periods.
Communication	Begin to use words relating to the passage of time when retelling a past event.	Words that help us to describe the passage of time include yesterday, last week, before and then. Order and sequence a familiar event using words relating to the passage of time, including yesterday, last week, before and then.	Common words and phrases, such as here, now, then, yesterday, last week, last year, years ago and a long time ago, can be used to describe the passing of time. Use common words & phrases relating to the passing of time to communicate ideas and observations (here, now, then, yesterday, last week/year, years ago & a long time ago).

Artefacts & Sources	Comment and ask questions about objects from the past.	Objects from the past can look different to objects from the present. Make observations about objects and artefacts from the past, such as toys, clothes and other items relating to everyday life.	Historical artefacts are objects that were made and used in the past. The shape and material of the object can give clues about when and how it was made and used. Use a range of historical artefacts to find out about the past. Historical sources include artefacts, written accounts, photographs and paintings. Express an opinion about a historical source.
Local History		Explore and talk about important events in the school or locality's history.	Important events in the school's history could include the opening of the school, the arrival of new teachers, special visitors and significant changes to buildings. Describe important events in the school's history.
Compare & Contrast	Begin to notice similarities and differences between life now and in the past.	Describe some similarities and differences between things in the past and the present.	Identifying similarities and differences helps us to make comparisons between life now and in the past. Identify similarities and differences between ways of life within or beyond living memory.
Significant Events		A significant event is something that is important to them or their family, such as birthdays, christenings or religious celebrations. Begin to make sense of their own life story and family history by talking about significant events, such as birthdays or other celebrations.	Significant historical events include those that cause great change for large numbers of people. Key features of significant historical events include the date it happened, the people and places involved and the consequences of the event. Identify some key features of a significant historical event beyond living memory.
Significant People		Some people in history are significant because they did important things that changed the world or how we live. Share stories and talk about significant people who lived in the past.	A person who is historically significant has made big changes in their lifetime, has been a good or bad role model, were known in their lifetime, made people's lives better or worse or changed the way people think. Understand the term significant and explain why a significant individual is important.
Changes over Time	Pictures and books can show how life was different in the past. Begin to spot similarities and differences between pictures of the past and the modern day.	The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes. Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.	Changes within living memory have happened over the last 100 years & include advances in technology, exploration, workplaces, houses & jobs, leisure, family & social structures. Describe changes within/beyond living memory.
British History	The past includes things that happened yesterday, last week, last year or long ago. Talk about things that happened in the past.	Stories, or narratives, can tell us about important things that happened in the past. Listen to and talk about stories describing significant events from the past.	Significant historical events include those that cause great change for large numbers of people. Describe a significant historical event in British history.
Chronology		Put familiar events in chronological order, using pictures and discussion.	Sequencing words, such as first, next, finally, then and after that, can be used to order information chronologically. Order information on a timeline.

Science

Aspect	Foundation 1	Foundation 2	Year 1
Human Body	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Identify some of the different body parts from pictures.	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Different body parts are used for different things, such as the eyes are used to see. Draw pictures of the human body and name some of the different body parts.	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch. Draw and label the main parts of the human body and say which body part is associated with which sense.
Staying Safe	It is important to listen to adults and follow simple rules to stay safe. Follow simple rules with the help of an adult.	Rules help to keep us safe in different environments and when using certain equipment. Follow instructions when in different environments and when handling simple equipment, such as scissors.	It is important to stay safe. Some ways to stay safe include staying safe in strong sunlight (sun cream, sun hat and sunglasses), crossing roads (stop, look and listen), in the kitchen (not touching hot or sharp objects) and with household chemicals (not touching, drinking or eating). Describe ways to stay safe in some familiar situations.
Healthy Lifestyle	Washing their hands after going to the toilet and before eating helps people to stay healthy. Wash and dry hands after going to the toilet and before eating.	Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs. Wash and dry hands regularly and say why this is important.	Hand washing and good hygiene are important parts of a healthy lifestyle and prevent the spread of germs. Explain why hand washing and cleanliness are important.
Pattern Seeking	The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold.	The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter.	There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Observe changes across the four seasons.
Changes	In the winter, the evenings gets darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length.	The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter. Notice and talk about the differences in day length between the seasons.	Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months. Observe and describe how day length changes across the year.
Earth	Ways to describe daily weather include sunny, rainy, warm or cold. Weather is warmer in the summer and colder in the winter. Say what the daily weather is like.	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. Describe simply how weather changes as the seasons change.	Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter. Observe and describe different types of weather.
Phenomena	Notice and begin to describe natural phenomena, such as	Natural phenomena include weather, shadows, rainbows,	A shadow is formed when light from a light source, such as

	weather, rainbows and clouds.	clouds, flooding and waves. Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave.	the Sun, is blocked by an opaque object but not by transparent objects. Explain in simple terms how shadows are formed.
Forces	Some objects float and others sink. Talk about and play with objects that float and sink and describe different forces that they can feel.	Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. Describe, predict and sort things that float and sink and talk about the forces that they can feel.	Simple equipment can be used for measuring weather, such as measuring temperature with a thermometer; identifying wind direction and force with a windsock or measuring rainfall with a rain gauge. Investigate weather using toys, models or simple equipment.
Modelling	Toys and models that are powered by a battery can be switched on and off. Play with and explore battery-powered toys and models.	Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. Explore and describe electrical and non-electrical light sources.	
Report & Conclude	Begin to offer simple explanations for why things happen.	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next.	The results are information that has been found out from an investigation. Talk about what they have done and say, with help, what they think they have found out.
Gather & Record Data		Data can be recorded in tables and pictograms. Record data in simple tables and pictograms.	Data can be recorded and displayed in different ways, including tables, pictograms and drawings. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).
Questioning	Question words include why, what, when and how. Ask or answer a simple scientific question.	Question words include who, why, what, when, where and how. Ask a relevant scientific question to find out more, explain how things work and why they might happen.	Question words include what, why, how, when, who and which. Ask simple scientific questions.
Measurement	Place 2 or 3 items in order based on length, height or capacity.	Simple equipment can be used to measure distance, height, weight and time. With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.	Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses. With support, use simple equipment to measure and make observations.
Investigation	Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.	When we try things out to see if they work, it is called a test. Observe how activities are going and adapt their ideas if necessary.	Simple tests can be carried out by following a set of instructions. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.
Observation	Talk about some of the things that they have observed using simple scientific vocabulary.	With support, observe, record and talk about materials and living things.	Objects, materials and living things can be looked at and compared. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.

<p>Identification & Classification</p>	<p>Objects are made from different materials. Everyday materials include plastic, wood and glass. Explore and sort everyday items, with support, into groups of the same material.</p>	<p>Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. Name and sort everyday items into groups of the same material.</p>	<p>A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric. Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.</p>
<p>Properties & Uses</p>	<p>Different materials can be used for different things because they are hard, soft, bendy or waterproof. Waterproof items, such as Wellington boots, raincoats and umbrellas, protect us from the rain. Explore and talk about materials which are waterproof.</p>	<p>Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass. Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration.</p>	<p>Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof. Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof.</p>
<p>Identification & Classification</p>	<p>Plants and trees are living things. Care for growing seeds and plants and describe observable features of different types of plants and trees. Animals are living things. There are lots of different types of animals. Pets are animals. Name a variety of domestic and wild animals.</p>	<p>Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. Begin to name and group plants and trees according to their observable features. Animals are living things. There are different types of animal. Parent and baby mammals include cow and calf, sheep and lamb, and cat and kitten. Parent and baby birds include duck and duckling, chicken and chick, and goose and gosling. Match animals to their young.</p>	<p>Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that shed old leaves and grow new leaves all year round are called evergreen trees. Examples include holly and pine. Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals. Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.</p>
<p>Parts & Functions</p>	<p>Parts of a plant include flower, petal, leaf and stem. Begin to talk about and draw plants with attention to their parts. Animals have some similar and some different body parts. Begin to talk about and name the body parts of common animals, including pets.</p>	<p>Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. Name and describe basic features of plants and trees. Different animal groups have some common body parts, such as birds have wings and fish have fins. Identify common features for different groups of animals, including wild and domestic animals.</p>	<p>The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk. Label and describe the basic structure of a variety of common plants. Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings. Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p>
<p>Nutrition</p>	<p>Animals, including pets, eat different kinds of foods. Describe what a familiar animal or pet eats.</p>	<p>Animals eat different kinds of food, including other animals, plants or both animals and plants. Match animals to the foods that they eat.</p>	<p>Carnivores eat other animals (meat), herbivores eat plants & omnivores eat other animals and plants. Group and sort a variety of common animals based on the foods they eat.</p>

Survival	Plants and animals are living things. They need food and water to survive. Begin to talk about ways to care for a plant or animal.	Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. Describe some ways that plants or animals should be cared for in order for them to survive.	Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter. Describe how to care for plants and animals, including pets.
Habitats	A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. Begin to observe and talk about living things in the local environment.	A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. Observe and describe living things and their habitats within the local environment.	The local environment is a habitat for living things and can change during the seasons. Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.
Physical Things	Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.	Objects can be compared and grouped according to their shape, colour, material or use. Compare and group objects and materials according to simple given criteria.	Materials can be grouped according to their properties. Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.
Phenomena	Shadows are made on sunny days. They can be big or small and can change shape and size. Play with objects or their own body outside to create shadows.	A shadow is the same shape as the object that makes it. Shadows change during the day. Make a shadow bigger or smaller using toys, play equipment and a light source.	Shadows are normally the same shape as the object that cast them. Shadows change during the day as the Sun appears to change position in the sky. Shadows occur where light is blocked by an opaque object. Compare shadows made by different objects and materials.
Living Things	Living things change and grow. Say how a living thing has changed over time.	Living things change over time. This includes growth and decay. Explore the natural world around them and give simple descriptions, following observation, of changes.	All living things (plants and animals) change over time as they grow and mature. Describe, following observation, how plants and animals change over time.