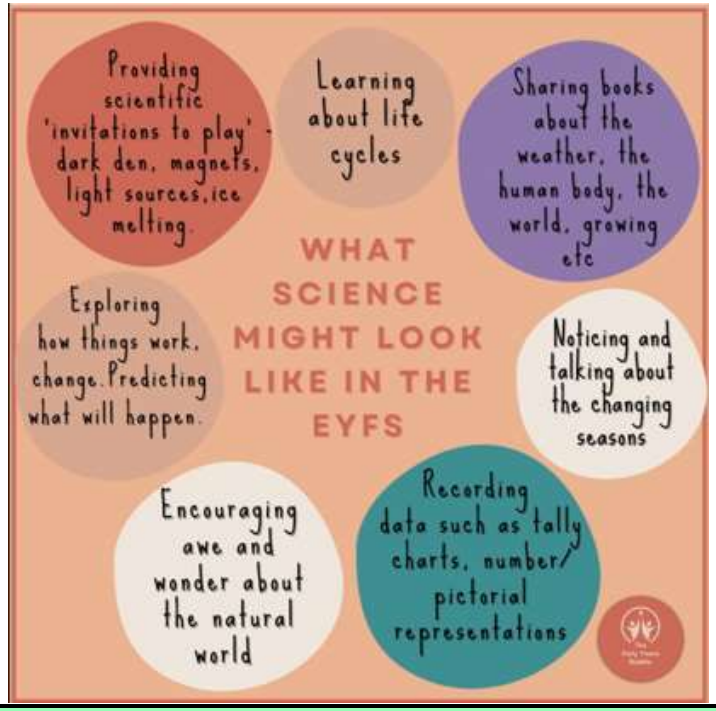
EYFS Science Progression Map

EYFS

The most relevant early years outcomes for Science are taken from the following area of learning: Understanding the World. This is separated into the three strands of past and present, people and cultures and the natural world. Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Before children can understand the wider world they need to understand THEIR world and the role they play in it.

Children at the expected level of development at the end of F2 The Natural World (ELG) will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter



	F1	F2
Cycle A	**Autumn 1:** What does my world look like? **Spring 2:** How are animals different? **Summer 1**:What happens in the great outdoors?	**Autumn 1**: What do you see when you are out and about? **Autumn 2**: What do people celebrate in our community? **Spring 1**: What do you find in the deep, dark woods? **Spring 2**: What can we find at the bottom of the garden? **Summer 1:** What hatches out of an egg? **Summer 2:** What is life like in other countries?
Cycle B	**Autumn 1:** What does my world look like? **Spring 2:** How does your garden grow? **Summer 1:** What is the weather like around the world?	(F2 only have a 1 year cycle)

EYFS Science Progression Map

Understanding the World EYFS F1	Knowledge Covered	**Skills covered**
Autumn 1: What does my world look like? (cycle A and B) **Spring 2**: How are animals different?(cycle A) **Summer 1:** What happens in the great outdoors (cycle A) **Spring 2:** How does your garden grow? (cycle B) **Summer 1:** What is the weather like around the world? (Cycle B)	• Animals are living things. There are lots of different types of animals. Pets are animals. • Understand the key features of the lifecycle of a plant or an animal • A habitat is a place where living things live. • Animals have some similar and some different body parts. • The environment changes through the day and the year. • Ice is the solid form of water. Water turns to ice when the temperature is very cold (below freezing). When ice melts, it becomes liquid water again. Heat causes ice to melt. • Different places have different climates and weather. Some animals live in very cold places. • There are four seasons in the UK. They are spring, summer, autumn and winter. Each season has typical weather associated with it, including sun, rain, wind and snow. • Ways to describe daily weather include sunny, rainy, warm or cold. Weather is warmer in the summer and colder in the winter. • Different materials can be used for different things because they are hard, soft, bendy or waterproof. Plants and trees are living things. • Plants need air, sunlight, warmth, water and nutrients from soil to grow. • The five senses are sight, hearing, touch, taste and smell. • Objects are made from different materials. Everyday materials include plastic, wood and glass. • Some objects float and others sink.	• Say how they have changed over time. • Show care for living things and the environment. • Name a variety of domestic and wild animals. • Begin to observe and talk about living things in the local environment. • Begin to talk about and name the body parts of common animals, including pets. • Begin to observe and talk about living things in the local environment. • Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder. • Talk about some of the things that they have observed using simple scientific vocabulary. • Say what the daily weather is like. • Explore and talk about materials which are waterproof. • Care for growing seeds and plants and describe observable features of different types of plants and trees. • Explore and sort everyday items, with support, into groups of the same material. • Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories. • Show care for living things and the environment. • Talk about and play with objects that float and sink and describe different forces that they can feel.
Vocabulary		
Sunny, rainy, warm, cold,. Spring, summer, autumn, winter, seasons, hard, soft, bendy. Waterproof, protect, living, material, plastic, glass, wood, float, sink, environment, seeds, names of animals (domestic and wild) , sort , body parts , bigger, smaller, softer, harder, change, sight, hearing, taste, touch,.smell, senses, lifecycle		

EYFS Science Progression Map

Understanding the World EYFS F2	Knowledge covered	Skills covered
Autumn 1: What do you see when you are out and about? **Autumn 2**: What do people celebrate in our community? **Spring 1**: What do you find in the deep, dark woods? **Spring 2**: What can we find at the bottom of the garden? **Summer 1:** What hatches out of an egg? **Summer 2:** What is life like in other countries?	• 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. • Some animals are nocturnal, meaning they only come out at night and sleep during the day. • Some animals hibernate and go to sleep for the winter when it is cold • A shadow is the same shape as the object that makes it. Shadows change during the day. • Simple equipment can be used to measure distance, height, weight and time. • Objects can be compared and grouped according to their shape, colour, material or use. • Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. • 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.. • 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. • The weather can change throughout the day, week and month. The weather is different at different times in the year.	• With support, observe, record and talk about living thing • Observe and describe living things and their habitats in the local environment • Make a shadow bigger or smaller using toys, play equipment and a light source • Compare and group objects and materials according to simple given criteria • Name and sort everyday items into groups of the same material • 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. • Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration • Describe simply how weather changes as the seasons change • Notice and begin to describe patterns of weather in summer and winter • Recognise and discuss how they have changed from when they were babies • Name and describe basic features of plants and trees • Describe some ways that plants or animals should be cared for in order for them to survive • Describe, predict and sort things that float and sink and talk about the forces they can feel • Begin to identify the origins of some foods

EYFS Science Progression Map

	• People change as they grow and have changed since they were babies, both in their appearance and what they are able to do. • We use our senses to explore the world. The five senses are sight, smell, taste, touch and hearing. • Animals are living things. There are different types of animal. Some living things have lifecycles • Parts of plants and trees include trunk, branch, roots, stem, flowers and leaves. • Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. • 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. • There are four seasons in the United Kingdom: spring, summer, autumn and winter. Each season has typical weather patterns. • Living things change over time. This includes growth and decay. • Different animal groups have some common body parts, such as birds have wings and fish have fins. • Something that keeps water out is waterproof.	• Record observations about the way the local environment changes throughout each season • Explore the natural world around them and give simple descriptions, following observation, of changes • Identify common features for different groups of animals, including wild and domestic animals • Observe and describe living things and their habitats within the local environment • Describe, predict and sort things that float and sink and talk about the forces they can feel • Explore, observe and talk through the lifecycle of a living thing (ie: caterpillar or duck)
Vocabulary		
Sunny, rainy, warm, cold,. Spring, summer, autumn, winter, seasons, hard, soft, bendy. Waterproof, protect, living, material, plastic, glass, wood, float, sink, environment, seeds, names of animals (domestic and wild) , sort , body parts , bigger, smaller, softer, harder, change, sight, hearing, taste, touch,.smell, senses, nocturnal, shadow, habitat, lifecycle, trunk, roots, stem, roots, flowers, leaves, herbivore, carnivore, hybernate		