

Science Skills and Progression Document- Reception

	Early Learning Goals	Development Matters	Knowledge	Skills	Vocabulary opportunities
Animals, excluding humans	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things</p>	<p>Name and describe animals that live in different habitats.</p> <p>Describe different habitats.</p>	<p>To group animals into their habitats.</p> <p>To draw animals.</p> <p>To use appropriate vocabulary to describe different habitats, matching animals to these habitats.</p>	<p>names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice,</p>
Humans	<p>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	<p>Make healthy choices about food, drink, activity and tooth brushing.</p> <p>Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to make sense of their own life-story and family's history.</p>	<p>Describe people who are familiar to them.</p> <p>Learn about how to take care of themselves</p>	<p>To use vocabulary to describe the people familiar to them.</p> <p>To name how they take care of themselves and start to analyse why.</p>	<p>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</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living things and their habitats</p>	<p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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</p>	<p>Recognise some environments that are different to the one in which they live.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p>Explore the plants in the surrounding natural environment</p> <p>Explore the animals in the surrounding natural environment</p> <p>Explore plants and animals in a contrasting natural environment</p>	<p>To name some plants in their natural environments and describe.</p> <p>To name animals in their natural environments and describe.</p> <p>To spot differences and similarities between plants and animals.</p> <p>To draw plants.</p>	<p>natural, plant, animal, leaves, seeds, conkers, acorns, twigs, bark, shells, feathers, pebbles, stones, same, different, pattern, plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment (e.g. beach, forest)</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Seasonal changes</p>	<p>Explore the natural world around them, making observations</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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</p>	<p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p>	<p>Play and explore outside in all seasons and in different weather</p> <p>Observe living things throughout the year</p>	<p>To use vocabulary to describe the everyday weather.</p> <p>To spot changes in living things throughout the year.</p>	<p>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</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Materials, including changing materials</p>	<p>Explore the natural world around them.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>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</p>	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Explore collections of materials with similar and/or different properties.</p> <p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work</p> <p>Talk about the differences between materials and changes they notice.</p>	<p>Explore a range of materials, including natural materials</p> <p>Make objects from different materials, including natural materials</p> <p>Observe, measure and record how materials change when heated and cooled</p> <p>Compare how materials change over time and in different conditions</p>	<p>To use vocabulary to describe properties of materials in their everyday surroundings.</p> <p>To use materials to make objects.</p> <p>To use vocabulary to spot differences in observations when materials are heated and cooled.</p>	<p>ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smallest, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back</p>

<p style="text-align: center;">Light</p>	<p>Explore the natural world around them, making observations</p> <p>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</p>	<p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p>	<p>Explore shadows</p> <p>Explore rainbows</p>	<p>To spot shadows and to engage in shadow games.</p> <p>To recognise rainbows.</p>	<p>Sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source</p>
<p style="text-align: center;">Forces</p>	<p>Explore the natural world around them, making observations</p> <p>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</p>	<p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work</p> <p>Explore and talk about different forces they can feel.</p>	<p>Explore how to change how things work.</p> <p>Explore how the wind can move objects.</p> <p>Explore how objects move in water</p>	<p>To identify when objects need pushing and pulling to work.</p> <p>To describe how objects move using vocabulary.</p> <p>To observe how wind can move objects and to start to use the vocabulary of push.</p> <p>To observe and test how objects move in water testing for floating and sinking.</p>	<p>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</p>

<p style="text-align: center;">Sound</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>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</p>	<p>Describe what they see, hear and feel while they are outside.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Explore how things work.</p>	<p>Listen to sounds outside and identify the source</p> <p>Make sounds</p>	<p>To spot where sounds are coming from and identify where the sound is coming from.</p> <p>To compare sounds in terms of volume.</p> <p>To identify the different sounds from different objects/living things.</p>	<p>sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar</p>
<p style="text-align: center;">Earth and space</p>	<p>Describe what they see, hear and feel while they are outside.</p>	<p>Talk about what they see, using a wide vocabulary.</p>	<p>Learn about Earth, Sun, Moon, planets and stars</p> <p>Learn about space travel</p>	<p>To use the vocabulary of Earth, Sun, Moon, planets and stars to and to describe where they would find these.</p> <p>To discuss space and how mankind have already and continue to explore space.</p>	<p>Sun, Moon, Earth, star, planet, sky, day, night, space, round, bounce, float</p>
<p>Working Scientifically</p>					

		Through continuous provision setting up their own investigations to explore		look closely, observe, watch, touch, feel, smell, listen, same, different, compare, ask questions, record, sort, group, predict, analyse, explain
		Asking questions about the world around them, relating to Science		
		Choosing between 2 options to make a prediction of what I think will happen, stimulated through modelling and discussion		
		Engaging in discussions about what we have found through our continuous provision/what we have discovered		
		Gathering and recording data in groups to help answer the questions provided. Children observe through photos, videos, simple diagrams and record data by drawing and labelling.		