

Science Progression - One Page Overview (Cornerstones Curriculum)

St Paul and St Timothy's Catholic Infant School

This table shows clear progression in scientific knowledge, skills and vocabulary from EYFS to Year 2, aligned with the National Curriculum for Science (KS1) and delivered through the Cornerstones Curriculum.

Area of Progression	EYFS - Understanding the World	Year 1 (National Curriculum links)	Year 2 (National Curriculum links)
Science Focus / Projects	Children explore science through play, stories, and real-life experiences.	Seasonal Changes, Plant Parts, Human Senses, Uses of Materials	Habitats, Animal Survival, Uses of Materials (developed) Seasonal Changes (revisited)
Plants	· Explore plants in the local environment · Talk about what plants need to grow · Observe changes as plants grow	· Identify and name common plants · Identify and describe the basic structure of flowering plants: - roots - stem - leaves - flowers · Observe and describe how plants grow	· Observe and describe how seeds and bulbs grow into mature plants · Find out and describe what plants need to stay healthy
Animals (including Humans)	· Name common animals · Talk about pets and animals in stories · Explore own body and basic needs	· Identify and name common animals · Identify and name basic parts of the human body · Link body parts to the five senses	· Notice that animals, including humans, have offspring which grow into adults · Describe the basic needs of animals for survival: - food - water - air · Describe the importance of exercise, healthy eating and hygiene
Living Things & Habitats	· Explore natural environments · Talk about where animals live · Recognise similarities and differences	· (Introduced through seasonal work and animals)	· Explore and compare things that are living, dead, and have never been alive · Identify different habitats and microhabitats · Describe how animals are suited to their habitats
Everyday Materials	· Explore objects and materials through play · Talk about how things feel and look	· Distinguish between an object and the material it is made from · Identify and name everyday materials · Describe simple physical properties	· Identify and compare suitability of materials for particular uses · Find out how shapes of solid objects can be changed by squashing, bending, twisting and stretching
Seasonal Changes	· Observe weather and seasons · Talk about changes they see	· Observe changes across the four seasons · Describe weather associated with the seasons · Observe and describe day length	· Build on prior learning by observing seasonal changes over time and their effect on living things

Working Scientifically Skills	· Observe using senses · Ask questions · Explore through play and talk about what happens	· Ask simple scientific questions · Observe closely using simple equipment · Identify and classify · Perform simple tests · Use observations to suggest answers	· Ask own questions · Plan and carry out simple investigations · Use fair tests where appropriate · Gather and record data · Explain what they have found out
Enquiry Types	· Observing over time · Identifying and classifying (informal)	· Observing over time · Identifying and classifying · Comparative testing	· Observing over time · Comparative and fair testing · Pattern seeking · Research using secondary sources
Scientific Vocabulary	· Simple descriptive words (hot, cold, wet, dry, grow, change) · Names of animals, plants, body parts	· Season, weather, temperature · Root, stem, leaf, flower · Material names and properties · Sense-related vocabulary	· Habitat, microhabitat, survival, offspring · Properties (absorbent, waterproof, flexible) · Observe, compare, predict, record, conclude
Recording & Evidence	· Talking about learning · Drawings, photographs, floor books	· Drawings, labelled diagrams · Simple tables, pictograms, charts	· Tables, charts, written explanations · Simple conclusions and evaluations
End of Phase Expectations	· Curious and confident explorers · Willing to ask questions and investigate	· Secure understanding of Year 1 science objectives · Beginning to work like a scientist	· Working at age-related expectations for KS1 science · Confidently using knowledge and enquiry skills

This progression ensures pupils build secure foundations in EYFS and make clear, incremental progress through Key Stage 1, fully preparing them for science learning in Key Stage 2.