



Year 1 Science Knowledge Progression

Term / unit	Builds on	Knowledge progression	Working scientifically	Key vocabulary	Where this leads next
Advent 1 Forces and space: Seasonal changes	- Builds on Reception changing seasons and outdoor observations. - Uses everyday weather experience.	- Name the four seasons and describe their sequence. - Describe typical seasonal weather patterns. - Recognise changes in trees and plants across seasons. - Understand that daylight length changes through the year. - Make simple links between seasons, weather and the natural world.	- Observe changes over time. - Collect simple weather data. - Use tables/pictograms to record observations. - Compare observations made at different times.	season; autumn; winter; spring; summer; weather; daylight; temperature; rainfall	Continues observation-over-time skills and supports later Earth/space learning.
Advent 2 Materials: Everyday materials	- Builds on Reception sensory exploration and object/material talk. - Uses familiar everyday objects.	- Distinguish an object from the material it is made from. - Name common materials including wood, plastic, glass, metal, water and rock. - Describe simple physical properties. - Compare and group materials using properties. - Recognise that objects can be made from different materials.	- Observe using senses safely. - Sort/classify objects and materials. - Carry out simple property tests. - Record results using words, drawings or simple tables.	object; material; wood; plastic; glass; metal; rock; water; hard; soft; rough; smooth; transparent	Direct prior learning for Y2 uses of materials.
Lent 1 Animals: Sensitive bodies	- Builds on Reception exploration of the body and senses. - Uses children's own observations.	- Identify and name basic parts of the human body. - Know the five senses and associated body parts. - Describe how senses provide information about surroundings. - Recognise that people may experience sensory information differently.	- Use senses appropriately to make observations. - Match observations to senses. - Carry out simple comparative investigations and record findings.	body; sense; sight; hearing; smell; taste; touch; eye; ear; nose; tongue; skin	Supports Y3 movement/nutrition and wider understanding of human biology.
Lent 2 Animals: Comparing animals	- Builds on Reception animal adventures. - Recalls familiar animals and their homes.	- Identify and name common animals from major groups. - Describe and compare animal body features. - Classify animals as carnivores, herbivores or omnivores. - Compare animals using similarities and differences. - Recognise humans as animals.	- Observe animals/images carefully. - Group animals using chosen features. - Collect simple data and use it to answer questions. - Use simple identification/classification approaches.	mammal; bird; fish; reptile; amphibian; carnivore; herbivore; omnivore; feature; classify	Supports Y2 habitats/life cycles and Y4/Y6 classification.
Pentecost 1 Plants: Introduction to	- Builds on Reception Our beautiful planet. - Recalls outdoor	- Identify and name common wild and garden plants. - Identify common deciduous and evergreen	- Observe plants closely outdoors. - Use simple identification	plant; wild; garden; tree; deciduous; evergreen; root; stem; trunk; leaf;	Direct prior learning for Y2 plant growth and Y3 reproduction.

Term / unit	Builds on	Knowledge progression	Working scientifically	Key vocabulary	Where this leads next
plants	observations and basic plant care.	trees. • Name basic plant parts including roots, stem/trunk, leaves and flowers. • Compare plants using observable features. • Recognise seasonal changes in familiar plants.	resources. • Draw and label plant structures. • Group plants and record observations.	flower	
Pentecost 2 Making connections: Investigating science through stories	• Revisits Year 1 plants and animals. • Applies observation, classification and simple data skills.	• Use familiar stories and outdoor contexts to apply knowledge of plants and animals. • Identify and compare trees/plants and animal evidence in the local environment. • Use scientific knowledge to answer simple real-world questions.	• Ask simple questions and suggest ways to find answers. • Observe, identify and classify. • Collect and record simple data. • Use results to answer the original question.	observe; identify; classify; compare; data; question; answer; evidence	• Consolidates Year 1 and prepares for more structured enquiry in Year 2.