

Reception Science Progression Document

<u>Autumn A</u>	<u>Autumn B</u>	<u>Spring A</u>	<u>Spring B</u>	<u>Summer A</u>	<u>Summer B</u>
<u>Objectives –</u> Human growth over time What do plants need to grow?	<u>Objectives –</u> Our skeleton Freezing and melting	<u>Objectives –</u> How does a boat float? Habitats	<u>Objectives –</u> Forces (Rockets) Materials	<u>Objectives –</u> Microhabitats of minibeasts Lifecycles	<u>Objectives –</u> Making changes to materials
<u>Skills –</u> Observe Describe	<u>Skills –</u> Observe Describe Explore Test	<u>Skills –</u> Observe Describe Explore Test Compare	<u>Skills –</u> Observe Describe Explore Test Compare	<u>Skills –</u> Observe Describe Explore Compare	<u>Skills –</u> Observe Describe Explore Compare
<u>Focus tasks –</u> To look at the human lifecycle and discuss changes as we grow. Think about how we have changed from a baby to now and make a list of what we have learned so far. Think about what happens as humans grow into adulthood. To read Jaspers beanstalk and plant our own bean plants. Create a bean diary,	<u>Focus tasks –</u> Using the story of Funnybones, children will explore their skeleton. We will put together the skeleton jigsaw and name some bones. Children will discuss the importance of their skeleton. We will observe ice and frost in the cold weather and look at what happens when	<u>Focus tasks –</u> Children will explore floating, sinking and upthrust using different objects in a water tray. They will then use these to design and create their own pirate ships. We will look at the habitat of the jungle, which animals live in the different layers and why. We will compare this to animals in the UK and	<u>Focus tasks –</u> Rocket launches – Use the rocket launching game to explore the force pushing the rocket up. Experiment with different sized bottles and cones to see which shoots the rocket the furthest. Watch a video about rockets and relate this to how we can push ourselves off the ground when we jump.	<u>Focus tasks –</u> To use the outdoor area to explore where we can find minibeasts. Think about why minibeasts may hide or live underneath rocks or logs. Dig for worms in the planters (Superworm). Explore and describe the lifecycles of frogs and butterflies and	<u>Focus tasks –</u> To make some porridge altogether discussing how the oats have changes as they have been mixed with water, heated and cooled. Explore how this change cannot be reversed and the oats will never go back to before they were cooked. Compare this to chocolate, cakes and water.

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observing changes over two weeks.	water freezes and ice is melted.	arctic and talk about adaptation.	Materials – which material would make the best ‘Old Bear’. Explore which material would be best to make a stuffed toy and why.	how these animals change as they grow.	
<u>Additional continuous provision (Exploration Area) – colours, light, magnetic materials, seasons</u>					
<u>On track –</u> Children can talk about changes to their body and behaviour as they grow. They can discuss abilities at different stages. Children can talk about what plants need to grow. They can use these skills to observe and describe their own bean plant over a two week period.	<u>On track –</u> Children will understand their body has a skeleton and name at least one reason why it is important. They will be able to describe the changes in water as it heats and cools and make links between this and the seasonal changes.	<u>On track –</u> Children will be able to talk about which materials float and sink and begin to explain why. They will be able to think about how upthrust pushes objects upwards in the water (eg. A bucket or a jug). They will be able to describe the habitat of some animals and make comparisons between environments. They will begin to give some reasons as to why animals live in their habitat (eg. Why does a polar bear live in the arctic and not the jungle).	<u>On track –</u> Children will understand that the reason a rocket can be launched is due to a force acting upon it and give a simple description of how objects are sent into the air. They will be able to describe some common materials and their properties and how these can be used for a purpose.	<u>On track –</u> Children will be able to describe how a microhabitat protects a minibeast. They will be able to describe the stages in the lifecycle of a frog and a butterfly and say how these differ from other animals.	<u>On track –</u> Children will be able to describe how we can change materials by heating and cooling them and how some changes cannot be reversed.

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