Pickering Community Infant and Nursery School Progress Document
Science/Understanding the World Learning Outcomes

	Nursery	Reception	Key Stage One
Plants including their habitats	I can identify a plant and/or a tree I can name the part of a real plant – flower	I can name the part of a real plant- flower and leaf	I can identify the plant structure including roots, stem, flower, leaves, fruit, trunk, seed, petal, branches, blossom and bulb. I know that a tree can be deciduous or evergreen.
	I can name a conker, pine cone, nettle and sunflower I can name the vegetables pumpkin, carrot and potato	I can name a horse chestnut, daisy and daffodil. I can say that a conker is a seed from a horse chestnut tree	I can identify some trees, plants and vegetables in my local environment. (*holly, beech silver birch & dandelion, oak, crocus)* I can talk about how I know what a particular plant is, describing some of its features.
	I can talk about the what I can see as a plant grows I can say some of the things that I need to do to help plants to grow	I can talk about the changes I notice as a plant grows. I can name some things that a plant needs to be able to grow	I can say that plants need water, warmth and day light to grown well I can use my observations of plants growing over time to describe changes that occur I can describe the effect on a plant's growth by changing either the amount of water or light provided.

Humans	I can talk about me and my body I can name at least the following body parts head, two arms, two legs, two eyes, hands, feet and teeth	I can name at least the following parts of the body – shoulders, knees, fingers, toes, neck and face.	I can name most external body parts I can identify on a physical person and a diagram where these body parts are found I can draw and label the parts of human body I can identify the five senses and parts of the body for each sense. I can describe the importance of eating a balanced diet, exercise and hygiene.

Animals, including their habitats	I can name and identify some animals that live in different environments I can talk about where an animal lives I can begin to talk about ways we can look after/care for animals and their homes I can say the name of at least the following baby animals and know which adult they come from; chick/chicken, puppy/dog, kitten/cat, lamb/sheep I can name some nocturnal animals I can name at least three of the stages of a frog's lifecycle – frogspawn, tadpoles, frog I can say that tadpoles become frogs	I can name a range of animals that live in different environments. I can talk about different environments that animals live I can say that animals need food and water to survive I can name animals and their young; cow/ calf, horse/foal, I can draw animals I can name the stages of a butterfly's lifecycle: caterpillar, chrysalis, pupa, butterfly I can talk about the changes in a butterfly life cycle	I can name a range of animals and plants that live in specific habitat/micro-habitats. I can name habitats for plants and animals such as sea shore or woodland I can describe how a habitat is best suited to a named plant or animal I can say that animals, and humans need water, food and air for survival I can identify the characteristics of the animal classification I can name animals which fit into each of the following classification (include human): fish, amphibians, reptiles, birds and mammals I can identify that humans and animals have offspring that grow into adults I can identify what animals eat I can say carnivores eat animals, herbivores eat plants and omnivores eat both plants and animals. I can identify common animals that are carnivores, herbivores and omnivores. I can describe a food chain for a common animal, including and identifying different sources of food I can find a range of items outside which are living, dead and never lived. I can compare the differences between things that are living, dead and never been alive

Everyday materials	I can sort materials based upon given properties such as hard and soft, rough and smooth. I can sort materials into two groups of a given criteria and not the criteria such as bendy and not bendy	I can accurately talk about materials – e.g. rough, smooth, shiny, hard, soft, fluffy, scratchy, bendy	I can identify an object and name the material(s) it is made from. I can name the materials: water plastic, wood, metal, rock, glass, brick, paper, and cardboard I can accurately talk about the properties of materials such as, hard/ soft, shiny/dull, rough/smooth, bendy/ not bendy, waterproof/not waterproof, absorbent/ not absorbent and opaque/ transparent.
	I can begin to give some reasons for my choices of materials when constructing.	I can select appropriate materials for a purpose based on their properties and suggest reasons for this choice.	I can identify which materials are best suited for a particular use I can sort objects based upon given criteria linked to the materials used and their properties
	I can talk about changes I have observed to materials.	I can describe the changes I have observed to materials. I can begin to suggest some reasons for the changes I have observed.	I can talk about the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Seasons	I can name the season we are in.	I can name the four seasons	I can name the four seasons in order and can say that we have the same four seasons every year
	I can classify the weather outside today I can make an appropriate suggestion about what would or would not be appropriate clothing to wear today based on my observation, or what I am told, about the weather	I can describe the weather outside today I can say what the weather is like outside today and can make a simple comparison to the weather on other days, including in different seasons	I can describe typical weather for different seasons in the United Kingdom and describe what clothing would typically be most appropriate I can say that there are less daylight hours during winter in GB than in summer
	I can talk about some natural things I can see in the environment during each season	I can talk about a difference in the environment that is linked to seasonal change, ie, some of the leaves on a tree have changed from green to other colours	I can describe what changes I notice on a deciduous tree or shrub/bush during each season

Nursery Reception Year 1 Year 2

Plan	Do	Review
Identifying, Classifying and Grouping		
I am curious about similarities and differences With help I ask questions about similarities and differences I talk about my ideas for sorting or matching things	I use my senses to sort and match things I can match things that are the same I find things that are the similar or different I sort or group things in my own way I use simple equipment to help me sort things (e.g. hoops, boxes, baskets)	I talk about how I sorted or matched things (Nursery and Reception)
I ask questions about how and why things are similar or different I decide what to observe, identify or sort things	I make comparisons between simple features of objects, materials or living things I sort objects by observable and behavioural features I record my observations, using words or pictures, in sorting circles	I identify similarities and differences and talk about them using simple scientific language I use my observations to suggest how and why things are similar or different I try to use my records to help sort or identify other things
Observing Over Time		
I am curious about things that change With help I ask questions about things changing	I use all my senses to observe changes I look closely at how things change	I talk about the change I observed (Nursery and Reception)
I talk about my ideas for finding out how things change	I make simple records of how things change	I identify simple changes and talk about them using simple scientific

I ask questions about how and why things change With help I identify changes to observe and measure and suggest how to do it	I use simple equipment to observe and record changes I use non standard units and simple equipment to observe and measure change I record in words or pictures, or in simple prepared formats such as tables and charts.	language I sequence the changes I use my observations to suggest how and why things change
Pattern Seeking		
I am curious about patterns with help I ask questions about patterns	I use my senses to find out about patterns I observe more than one thing at a time	I talk about what I have done I talk about what I have done and the patterns I have noticed
I talk about my ideas for finding out about patterns I ask questions about why and how things are linked With help, I decide what patterns to observe and measure and how to do it	I make simple records of what I notice I use non standard units and simple equipment to observe or measure events that might be related I record in words or pictures, or in a simple prepared format such as tables, tally charts and maps	I identify simple patterns and talk about them using simple scientific language I make links between two sets of observations I use my observations to suggest why and how things are linked
Research Using Secondary Sources		
I am curious about things in my surroundings With help, I ask questions that I can answer using secondary sources	I listen carefully I find pictures of things that I am curious about I know that information in books and electronic media can be used to answer questions I talk to people about what they do and how things work	I talk about things that I found out (Nursery and Reception)
I ask questions about the way things	I ask questions to find out what people do and to find out how things	I begin to use simple scientific

are and the way they work With help, I make suggestions about how to find things out	work I use books and simple electronic media to find things out I record in words or pictures what I found out	language to talk about what I have found out I talk about whether the information source was useful and whether or not it answered my questions I give an opinion about some of the things I have found out
Comparative and Fair Testing		
I am curious about how things behave With help, I ask questions about things I can test	I use my senses to discover how things behave I carry out simple tests (with help)	I talk about what I have done and what I have noticed
I talk about my ideas for testing how things behave I ask questions about why, how and what if With help, I notice links between cause and effect With help , I plan simple comparative tests	I make simple records of what I notice I use simple equipment to observe and record I use non standard units and simple equipment to observe and measure data I record in words or pictures in a simple prepared format such as tables and tally charts	I interpret and talk about my data using simple scientific language I use my observations to suggest why there is a link between cause and effect