



Year 1 Progressions of Skills - Science

2025/26	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enrichment opportunities						
Science Unit	forces and space:seasonal changes	materials: everyday materials	animals : sensitive bodies	animal: comparing animals	plants: introduction to plants	making connections: investigating science through stories
Knowledge						
	<p>To know the name and order of the four seasons; spring, summer, autumn and winter.</p> <p>To know that it is unsafe to look directly at the Sun.</p> <p>To know weather associated with the four seasons and</p>	<p>To know that objects are items or things.</p> <p>To know that a material is what an object is made from.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p>	<p>To know a variety of common animals (including fish, amphibians, reptiles, birds and mammals).</p> <p>To know the main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns/tusks, shell)</p>	<p>To identify a group of animals.</p> <p>To describe a group of animals.</p> <p>To compare the features of animals.</p> <p>To know that a carnivore is an animal that eats other animals and give some</p>	<p>To know a variety of common plants, and how they differ.</p> <p>To know that deciduous trees lose their leaves seasonally, but evergreen trees do not.</p> <p>To know the basic structure (including leaves, flowers</p>	<p>To observe changes across seasons.</p> <p>To describe and compare the features of animals.</p> <p>To describe the differences in animal features.</p> <p>To describe the properties of every day</p>



	<p>how it changes (in the UK).</p> <p>To understand that day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer.</p>	<p>To know that property refers to how a material can be described.</p> <p>To describe the physical properties of a variety of everyday materials.</p> <p>To understand that materials can be grouped based on their physical properties.</p>	<p>To know key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</p> <p>To know the five main senses: sight, smell, hearing, taste and touch.</p> <p>To know that the skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing.</p> <p>To know that a herbivore is an animal that eats only plants and give some examples.</p> <p>To know that an omnivore is an animal that eats both animals</p>	<p>examples.</p> <p>To recognise that animals make suitable pets.</p> <p>To describe and compare the structure of animals,</p>	<p>(blossom), fruit, roots, bulb, seed, trunk, branches, stem) of a variety of common plants, including flowering plants and trees.</p> <p>To begin to understand how plants grow and change over time.</p>	<p>materials</p> <p>To identify animals that are carnivores, herbivores and omnivores.</p>
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			and plants, and to give some examples.			
Working scientifically						
	<p>To record data in a pictogram.</p> <p>To gather and record data about how seasons change over time.</p>	<p>To sort and group materials based on the materials that they are made from.</p> <p>To make observations and record data.</p> <p>To plan a test and suggest what might happen.</p>	<p>To sort body parts into groups.</p> <p>To spot patterns in data.</p> <p>To use the senses to make observations.</p> <p>To recognise that scientists are making discoveries all the time.</p>	<p>To research using non-fiction text.</p> <p>To gather and record data to help in answering questions</p> <p>To know about famous scientists through history.</p>	<p>To plan an investigation.</p> <p>To draw and label a diagram.</p> <p>To sort flowers into groups.</p> <p>To measure and compare groups.</p> <p>To recognise that observations don't always match predictions.</p> <p>To use observations to find answers to questions.</p>	<p>To spot patterns in data.</p> <p>To carry out research to find specific information.</p> <p>To use a ruler to measure.</p> <p>To plan how to carry out a test.</p>



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