

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: Science Nursery						
	Topic: Marvellous Me (Black History Month)	Topic: Let’s Celebrate	Topic: People who help us	Topic: Rhyme Time	Topic: Let it grow!	Topic: We’re all going on a Summer holiday!
Objectives from Development Matters	- Make healthy choices about food, drink, activity and tooth brushing. (PSED 3-4) - Talk about what they see, using a wide vocabulary. (UtW 3-4) - Begin to make sense of their own lifestory and family’s history. (UtW 3-4)	- Use all their senses in hands-on exploration of natural materials. (UtW 3-4) - Explore collections of materials with similar and/or different properties. (UtW 3-4) - Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3-4) - Talk about the differences between materials and changes they notice. (UtW 3-4) - Explore how things work. (UtW 3-4) - Explore and talk about different forces they can feel. UtW 3-4)	Explore and talk about different forces they can feel. (UtW 3-4)	- Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3-4) - Talk about what they see, using a wide vocabulary. (UtW 3-4) - Talk about the differences between materials and changes they notice. (UtW 34) - Explore and talk about different forces they can feel. UtW 3-4) - Explore how things work. (UtW 3-4)	- Plant seeds and care for growing plants. (UtW 3-4) - Understand the key features of the life cycle of a plant and an animal. (UtW 3-4) - Begin to understand the need to respect and care for the natural environment and all living things. (UtW 34)	- Begin to understand the need to respect and care for the natural environment and all living things. (UtW 3-4) - Talk about what they see, using a wide vocabulary. (UtW 3-4) - Use all their senses in hands-on exploration of natural materials. (UtW 34) - Explore collections of materials with similar and/or different properties. (UtW 3-4) - Explore and talk about different forces they can feel. (UtW 3-4) - Explore how things work. (UtW 3-4)
Key learning	To listen to the talk from the Dental Nurse & recall key facts about keeping teeth healthy. To talk about how they look and how that is different to others. To name key body parts. To know that they were a baby. To be able to say something that they can do now that they couldn’t do as a baby. To know that their parents were also once babies. To begin to understand that their grandparents are their parent’s parents.	To collect natural Autumn objects, sort and name them. To show an interest in identifying some trees from their leaves. To understand the lifecycle of an acorn. To look after the environment and our local area on our Park visit. To discuss changes to materials (edible sparklers – chocolate melting, alka seltzer rockets, Eid biscuits).	To investigate push and pull forces with toy vehicles linked to people who help us. To investigate magnets. To know that pushes and pulls can be with our bodies or with magnets.	To know some facts about spiders. To understand that it is dark at night and light in the day. To investigate different materials (i.e. for making car ramps, egg crash mats). To investigate light sources.	To plant and care for seeds and know that they need light and water. To be able to order the lifecycle of at least one plant and one animal. To observe and describe the changes as we watch the caterpillars grow. To show care for the plants and animals around them.	To be able to talk about how people care for/harm our local area. To observe in detail seaside objects, sort and name them. To investigate push and pull forces with toy vehicles. To investigate floating and sinking with toy boats.
Key vocab	Baby, toddler, child, adult, family terms i.e. mum, dad, granddad, change	Autumn, names of Autumn objects i.e. acorn, conker, etc., names of some trees, acorn, tree, care, change, melt, fizz	Force, push, pull, move, turn, magnet	Spider, web, light, dark, day, night, material	Plant, grow, light, water, change, seed, root, leaf, egg, caterpillar, chrysalis, butterfly, care	Names of seaside objects i.e. shell, starfish etc., push, pull, float, sink
What is this the foundation for?	Reception children will develop this learning by recapping how exercise, healthy eating and tooth brushing impact on their health and wellbeing and also adding screen time and sleep routines to their understanding. Year 2 will also look at ways to keep healthy, what humans need for survival and ways to improve their diet. Year 1 will continue work on the human body and naming and labelling body parts.	Reception children will continue to develop their ability to use their senses during exploration of the natural world and verbalise this more clearly. They will look explicitly at the effects of changing seasons and changing states of matter, beginning to use the correct vocabulary for this. Year 1 will study seasonal changes in further depth and begin to gather and record data linked to this. They will begin to name plants and animals. They will look at different materials & begin to name them and look at their properties. Year 2 will build on this by looking at the suitability of materials.	Reception children will begin to talk in more detail to explain how things work and why they might happen. Children will look at forces and magnets in Year 3.	Year 1 will learn about everyday materials and their properties. Year 2 will develop on this further looking at how materials can be changed. Children will look at light in Year 3.	Reception will begin to record findings of their exploration of the natural world by drawing plants and animals. Year 1 will begin to name the parts of a plant in more detail. Year 2 will look at the lifecycle of plants and what plants need to grow and record results using a comparative test. They will also look at growth and change in different animals (butterfly, frogs, chickens and humans).	Reception children will begin to talk in more detail to explain how things work and why they might happen. Children will look at forces and magnets in Year 3.

Cheadle Primary – the school at the heart of the village, free to flourish, ready to learn and succeed. Progression of Skills and Knowledge: Science Reception						
	Topic: Who am I? (Black History Month)	Topic: Light and dark	Topic: A long time ago	Topic: Once upon a time	Topic: Spring and minibeasts	Topic: Amazing animals
Objectives from Development Matters	Ask questions to find out more and to check what has been said to them. (C+L Rec) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C+L Rec) Make comments about what they have heard and ask questions to clarify their understanding. (C+L Listening, Attention and Understanding ELG) Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of ‘screen time’ - having a good sleep routine (PSED Rec) Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. (PSED Managing Self ELG)	- Ask questions to find out more and to check what has been said to them. (C+L Rec) - Make comments about what they have heard and ask questions to clarify their understanding. (C+L Listening, Attention and Understanding ELG) - Explore the natural world around them. (UtW Rec)			- Ask questions to find out more and to check what has been said to them. (C+L Rec) - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C+L Rec) - Make comments about what they have heard and ask questions to clarify their understanding. (C+L Listening, Attention and Understanding ELG) - Explore the natural world around them. (UtW Rec) - Describe what they see, hear and feel while they are outside. (UtW Rec) - Understand the effect of changing seasons on the natural world around them. (UtW Rec) - Explore the natural world around them, making observations and drawing pictures of animals and plants. (UtW The Natural World ELG) - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UtW The Natural World ELG)	Ask questions to find out more and to check what has been said to them. (C+L Rec) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (C+L Rec) Make comments about what they have heard and ask questions to clarify their understanding. (C+L Listening, Attention and Understanding ELG) Recognise some environments that are different to the one in which they live. (UtW Rec) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UtW The Natural World ELG)

Key learning	To say that exercise keeps them healthy & sitting with screens does not To sort foods into healthy and ‘sometimes’ foods. To recall facts from the dental nurse talk about how to keep teeth healthy. To know that sleep is important to help us think & learn To change own clothes & deal with own toileting/hand washing.	To name some nocturnal animals. To know what nocturnal means.	To investigate floating and sinking with homemade boats		To name the 4 seasons in the correct order and describe features of each one. To match the correct tree image to the correct season and discuss. To look at plants in the local environment and draw them. To go on a minibeast hunt in the local environment and draw what they find. To name minibeasts in the local area and know some features to describe them.	To name some animals that live in the jungle, desert, and on a farm and understand they are wild in certain environments. To name some features of the environment i.e. jungle, desert, farm.
					To order the lifecycle of a frog.	
Key vocab	Exercise, teeth, healthy, unhealthy, food, sometimes, brush, wash, clean, sleep, tired, toilet, ipad/tablet, TV	Nocturnal, day, night, animal names i.e. fox, owl, hedgehog etc.	Float, sink,		Winter, Spring, Summer, Autumn, seasons, leaves, plant, seed, root, leaf, stem, flower, minibeast names i.e. woodlouse, ant, bee etc., frogspawn, tadpole, froglet, frog	Jungle, desert, farm, names of animals i.e. camel, snake etc, same, different
What is this the foundation for?	Year 2 will look at ways to keep healthy, what humans need for survival and ways to improve their diet.	Year 1 will look in detail at different animals including fish, amphibians, reptiles, birds and mammals.			Year 1 will focus in more detail on the seasons and complete fieldwork and observational skills studies to record. They will also begin to name different plants & the parts of a plant in more detail, drawing diagrams. Year 2 will look at growth & change in different animals butterfly, frogs, chickens, humans) & develop their understanding of minibeasts by looking at micro-habitats & food chains.	Year 2 children will learn about living things and their habitats focusing mainly on hot and cold countries, particularly the north and south pole and how animals are suited to live there. They will also look at micro-habitats of minibeasts.