Singleton Church of England Primary School
Progression of knowledge
Science – Y1 (Cycle B)

	Year 1 – Unit 1 Who Am I?	Year 1 – Unit 2 Plants and Animals Where We Live	Year 1 – Unit 3 Holiday
SUBSTANTIVE CONCEPTS Substantive concepts are concepts that children will come across repeatedly throughout their education in Science	Plants Living Things and Their Habitats Animals Including Humans Evolution and Inheritance Seasonal Changes Materials Rocks Light Forces Sound Electricity	Plants Living Things and Their Habitats Animals Including Humans Evolution and Inheritance Seasonal Changes Materials Rocks Light Forces Sound Electricity	Plants Living Things and Their Habitats Animals Including Humans Evolution and Inheritance Seasonal Changes Materials Rocks Light Forces Sound Electricity
KEY VOCABULARY	senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ears, tongue	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area	suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival
SUBSTANTIVE KNOWLEDGE Substantive knowledge refers to the residual knowledge that children should take away from the unit after it has been taught. It consists of the core facts in terms of Scientific knowledge. In this progression map, you will find a concise summary of the substantive knowledge for each unit.	• Knows and can identify, name, draw and label the basic parts of the human body • Know and say which part of the body is associated with each sense	• Knows wild and garden plants, including deciduous and evergreen trees • Knows and can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Knows about flowering plants, including trees • Knows and can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Knows and can describe the basic structure of a variety of common • Identify and name a variety of plants and animals in their habitats, including microhabitats • Observe and describe how seeds and bulbs grow into mature plants • Knows and can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	• Knows a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Knows a variety of common animals that are carnivores, herbivores and omnivores. • Knows how to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
MAKING CONNECTIONS **Key knowledge**	**EYFS** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. **Year 2** • Knows about the basic needs of animals, including humans, for survival (water, food and air). • Knows the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	**Year 2** • Knows that plants may grow from either seeds or bulbs. • Knows that plants need water, light and a suitable temperature to grow and stay healthy. • Knows a variety of plants and animals in their habitats, including microhabitats.	**EYFS** • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise some environments that are different to the one in which they live. **Year 2** • Knows about the basic needs of animals, including humans, for survival (water, food and air). • Knows the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
Working Scientifically	• Investigate and compare class members features e.g. colour of eyes		• Compare and group together a variety of everyday materials on the basis of their simple physical properties