TOYNTON ALL SAINTS PRIMARY SCHOOL

Science Progression

EYFS to Year 6 | Curriculum cycle 2026–27

Progression overview

Living things, animals and humans

Planned progression
• Identify body parts and link the five senses to sense organs. • Classify animals, compare body features and diets, identify humans as mammals and use simple keys. • Distinguish living, dead and never alive; describe habitats, microhabitats and simple food chains.
• Describe and compare life cycles and sexual/asexual reproduction. • Explain muscles, nutrients and energy; investigate fatigue safely and cautiously.
• Classify plants, animals and microorganisms; construct branching keys and recognise that classification changes with evidence. • Explain inheritance, variation, adaptation, natural selection and evolution. • Describe circulation, gas exchange and evidence-informed health choices.
• Refine classification using diagnostic and genetic evidence. • Compare natural selection with selective breeding and evaluate evidence for evolution. • Trace double circulation and interpret health data responsibly.

Materials and their properties

Planned progression
• Distinguish objects from materials; name and describe common materials. • Group by properties, justify suitability, test strength/absorbency/waterproofing and explain reuse or recycling.
• Classify rocks; explain igneous, sedimentary and metamorphic formation, fossils, soil, weathering and erosion.

Forces, Earth and space

Planned progression
• Name seasons; observe weather, daylight, plant and animal changes and communicate evidence in a weather report.
• Explain pushes and pulls, balanced and unbalanced forces, gravity, friction, air and water resistance, and mechanisms. • Model and investigate how wind affects seed dispersal.

Light and electricity

Planned progression
• Explain sources, reflection, risks from sunlight, shadow formation and variables affecting shadows.
• Represent straight-line light paths and reflection with ray diagrams; explain mirror images and periscopes. • Construct and represent circuits; investigate voltage, switches, conductors and faults.
• Use ray diagrams and controlled investigations to explain reflection and shadows. • Interpret circuit symbols; investigate voltage, switching and conductivity; troubleshoot and design a purposeful product.

Working scientifically

Planned progression
• Observe over time, classify, ask questions, predict, carry out simple comparative tests, record results and state findings.
• Identify variables, plan fair tests, repeat measurements, tabulate or graph results, identify anomalies and evaluate reliability.
• Plan controlled enquiries, select measures, use repeated data, evaluate sample size and measurement precision and improve methods.
• Analyse patterns using averages or ranges, distinguish correlation from causation and evaluate reliability, validity and limitations.