

English Martyrs Science Progression Map 2026

Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Seasonal changes	Human Body and Senses	Animals, Including Humans	Everyday materials	Plants	Seasonal changes
Year 2	Animals, Including Humans	Animals, Including Humans	Everyday materials	Living things and their habitats	Living things and their habitats	Plants
Year 3	Animals including humans	Light	Rocks	Plants	Forces and magnets	Forces and magnets
Year 4	Living things and their habitats	Electricity	States of Matter		Sound	Animals, Including Humans
Year 5	Earth and Space	Forces	Properties and Changes of Materials	Properties and Changes of Materials	Living Things and their Habitats	Animals, including Humans
Year 6	Light	Living things and their habitats	Animals including humans	Evolution	Electricity	Revision

Early Years	Children explore the natural world around them, making observations and drawing pictures of animals and plants.
Understanding the World (The World)	<p>They 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.</p> <p>They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
Personal, Social, Emotional Development (Self-Care)	Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices

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English Martyrs Science Progression Map 2026

Working Scientifically	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key stage 2
Ask Scientific Questions	Begin to ask questions about the world around them.	Ask yes/no questions to aid sorting. Ask one/two simple research questions linked to a topic. Choose a question to undertake a fair test. Ask a question about what might happen over time or that is looking for a pattern.	Ask a range of Yes/No questions to aid sorting Ask a range of research questions linked to a topic. Ask a range of questions to undertake a fair test. Ask a range of question about what might happen over time or that is looking for a pattern.	Ask a range of Yes/No questions to aid sorting and decide which ways of sorting will give useful information. Ask a range of questions recognising that some can be answered through research and others may not. Ask a range of questions and identify the type of enquiry that will help to answer the questions. Ask further questions based on results
Plan and set up enquiries, comparative and fair tests.		Identify the headings for the two classification groups (it is, it is not) Choose equipment to use and decide what to do and what to observe or measure in order to answer the question.	Put appropriate headings onto intersecting Venn and Carroll diagrams. Choose a research source from a range provided. Decide what to change and what to measure or observe. Decide how often to take a measurement	Identify specific clear questions that will help to sort without ambiguity. Choose suitable sources to use. Recognise and independently control variables where necessary.
To observe closely	Explore the natural world around them, making observations and drawing pictures of animals and plants.	Compare objects based on obvious, observable features e.g. size, shape, colour, texture etc. Make observations linked to answering the question.	Compare objects based on more sophisticated, observable features and present observations in labelled diagrams. Make a range of relevant observations linked to the question.	Compare not only based on physical properties but also on knowledge gained through previous enquiry. Make a range of relevant observations linked to the question.
To take measurements		When appropriate, measure using standard units where all the numbers are marked on the scale.	Measure using standard units (according to age-related mathematics) where not all the numbers are marked on the scale, and take repeat readings where necessary. Use dataloggers to measure over time.	Measure using standard units using equipment that has scales involving decimals (according to age-related mathematics), and take repeat readings where necessary. Use dataloggers to measure over time
To record results	Record observations pictorially/photographs.	Record data in simple prepared tables, tally charts, pictorially or by taking photographs.	Prepare own tables to record data.	Prepare own tables to record data, including columns for taking repeat readings

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To present results		Sort objects and living things into two group using a basic Venn diagram or simple table, Present what they have learnt verbally, using pictures or block diagrams.	Sort objects and living things into groups using intersecting Venn and Carroll diagrams Present what they learnt verbally or using labelled diagrams, bar charts, or time graphs	Create branching databases (tree diagrams) and keys to enable others to name livings things and objects. Present what they learnt in a range of ways e.g. different graphic organisers, line graphs and scatter graphs.
To interpret results		Talk about the number of objects in each classification group i.e. which has more or less. Answer their questions using simple sentences using their observations or measurements.	Spot patterns in the classification data, particularly two criteria with no examples - e.g. there are no living things with wings and no legs. Answer questions using simple scientific language and refer directly to their evidence when answering their question.	Talk about the features that items share and do not share based on the information in the key etc. Answer questions using scientific evidence gained from a range of sources. Describe causal relationships, change over time and identify patterns.
To draw conclusions		Children in KS1 are not expected to draw conclusions. They are expected to make observations which will help them to answer questions. They do not have the subject knowledge to give reasons for what they observe so they cannot draw scientific conclusions	Draw simple conclusions, when appropriate, for patterns - e.g. a flying insect with no legs might always crash land. Where appropriate provide oral or written explanations for their findings	Use data to show that items grouped together have more things in common than with things in other groups Provide detailed oral or written explanations for their findings.
To make a prediction		Children in KS1 are not expected to make scientific predictions as they do not have the subject knowledge to do this. That does not mean that you should not ask children what they think may happen, but this will be based on experience or may simply be a guess.	Use results from an investigation to make a prediction about a further result.	Use test results to make predictions for further investigations
To evaluate an enquiry		Children in KS1 are not expected to evaluate. However, children should be encouraged to consider their method and adapt this where necessary.	Suggest improvement (e.g. a wider range of objects) and suggest new questions arising from the investigation. Suggest limitations to research (e.g. only had one book) and suggest new questions arising from the investigation. Suggest improvements (e.g. measurement method) and suggest new questions arising from the investigation.	Explain using evidence that the branching database or classification key will only work for the living things or materials it was created for. Talk about their degree of trust in the sources they used. Explain their degree of trust in their results (e.g. precision in measurements, variables that may not have been controlled, and accuracy of results).

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Living Things and their Habitats		<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats;</p> <p>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.</p>		<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>
Vocabulary		<p>Living, dead, never been alive, names of local habitats, pond, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter</p>		<p>Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).</p>	<p>Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young</p>	<p>Organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean</p>

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English Martyrs Science Progression Map 2026

RESOURCES:					Seeds, compost, pots, mint, pond dipping equipment	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Plants	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants;</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants.</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			
Vocabulary	<p>Names of: wild plants, garden plants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable</p>	<p>seeds, bulbs, water, light, growth, healthy, shoot, seedling,</p>	<p>leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal</p>			

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English Martyrs Science Progression Map 2026

RESOURCES:	Plant parts diagram Seeds and bulbs. Compost, pots, planting tools.	Plant parts diagram Seeds and bulbs. Compost, pots, planting tools.	The role of plant parts diagram. Seeds and bulbs. Compost, pots, planting tools. Dissection mat Data loggers			
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Animals, including humans	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>
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English Martyrs Science Progression Map 2026

Vocabulary	Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hear, see, touch, smell, taste, smooth, bright, dim, loud, quiet, high, low	offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans, hygiene	Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate	Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain	baby, toddler, child, teenager, adult, elderly, puberty, hormones, menstruation, breast, genital, pubic hair, sperm	Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, evolution, suited/suitable, adapted, adaptation, offspring, reproduction, variation, inherit, inheritance, fossils
RESOURCES:	Labelled external human body model Senses tubs – range of materials to touch, hear, smell, see.	Eatwell Guide	Skeleton Bones Eatwell Guide	Teeth model Digestive system model	Human life cycle chart	Human internal organs model Heart model Stop watch Fossils

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English Martyrs Science Progression Map 2026

	Y1	Y2	Y3	Y4	Y5	Y6
Evolution and Inheritance						<p>Recognise that living things have changed over time and that fossils provide info about living things that inhabited Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind but they vary and aren't identical to parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that this leads to evolution.</p>
Vocabulary						adaptation, evolution, characteristic, reproduction, genetics, survival
Resources						Fossils
Seasonal Change	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons</p>					
Vocabulary	Season, spring, summer, autumn, winter, weather, hot, warm, cool cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night					

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English Martyrs Science Progression Map 2026

Resources						
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	Y1	Y2	Y3	Y4	Y5	Y6
Light			<p>Recognise that we need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces Recognise that sun rays can be dangerous and that there are ways to protect eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows changes.</p>			<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects</p>

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English Martyrs Science Progression Map 2026

Vocabulary			Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent			Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent
			Torches Opaque and reflective materials. Mirrors			Torches Mirrors Transparent prism Periscope

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Sound				<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear, and that sound waves are slower than light waves</p> <p>Find patterns between the pitch of sounds and features of the object/speed of vibration</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as distance from source increases.</p>		
Vocabulary				<p>Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument</p>		
Resources				Ear model		

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Electricity				<p>Identify common appliances that run on electricity.</p> <p>Make simple series circuit - cells, wires, bulbs, switches and buzzers Identify if a lamp will light in a simple circuit, based on being part of a complete loop with a battery.</p> <p>Recognise that a switch opens/closes a circuit and associate this with whether or not a lamp lights in a series circuit Recognise conductors & insulators</p>		<p>Associate the brightness of a lamp or volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>Compare/give reasons for variations in how components function, including brightness of bulbs, loudness of buzzers and on/off position of switches (open and closed circuits).</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>
Vocabulary				<p>Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor,</p>		<p>Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor,</p>

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English Martyrs Science Progression Map 2026

				faster/slower, conductor, insulator, metal/non metal		conductor, insulator, voltage, current, resistance,
Resources				cells, wires, bulbs, switches and buzzers		cells, wires, bulbs, switches and buzzers

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Earth and Space					<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	
Vocabulary					Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric	

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English Martyrs Science Progression Map 2026

					model, shadow clocks, sundials, astronomical clocks	
					Large planets Torches Ping pong balls Globes Inflatable planets	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces			<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Group everyday materials on the basis of whether they are attracted to a magnet, and identify magnetic materials.</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other,</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys, gears, allow a smaller force to have a greater effect</p>	

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			depending on which poles are facing.			
Vocabulary			Force, contact force, non-contact force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnets, attract, repel, magnetic material, metal, iron, steel, non-magnetic, poles, north/south pole		Fall, Earth, gravity, weight, mass, air resistance, water resistance, friction, moving surfaces, mechanisms, levers, pulleys, gears, force, transfers	
			Magnets Magnetic and non- magnetic materials Iron fillings		Newton metres Pully set Push/pull levers Range of surfaces Gyrocopters Chopsticks Jelly Plates Balloons Cotton	

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Materials	Everyday Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties	Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.	States of Matter Compare and group materials together according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled, and measure or research the temperature at which this happens in degrees Celsius Identify the part played by evaporation and condensation in the water cycle: associate the rate of evaporation with temperature.	Properties and Changes of Materials Compare and group together everyday materials on the basis of their properties Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated Give reasons for the particular uses of everyday materials, including metals, wood and plastic Demonstrate that dissolving, mixing and changes of state are reversible changes Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible.	

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Vocabulary	Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through	Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze	Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat,	solid, liquid, gas, air, oxygen, powder, granular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees Celsius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration	Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbent, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non-reversible changes, new material, burning, rusting,	
	Range of materials – wood, plastic, fabric etc Sorting hoops Pipettes Torches/batteries	Range of surface boards Range of materials	Rock samples Fossils The acid test- pipettes, beakers of vinegar and magnifiers The hardness test- sandpaper, nails, lolly sticks, plastic spoons. The water test- pipettes, beakers of water and magnifiers, as well as the Water Test Task Sheet Small lidded tub, soil, plastic gloves, plastic teaspoons.	Cling film, salt, tin foil, fizzy drinks Water cycle model Thermometers	Range of materials Filter paper Sand Beakers/pipettes Lemonade/raisins Funnels	

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