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| --- | --- | --- | --- | --- | --- | --- |
| **Year 2** | * Use simple scientific language from the year 2 PoS to talk about / **record** what they have noticed
* Use observations to make suggestions and/or ask questions
* **Observe** and describe simple processes/cycles/changes with several steps *(e.g. growth cycle, simple food chain, saying how living things depend on one another)*
* **Observe** closely and communicate with increasing accuracy the features or properties of things in the real world
 | * **Name / Identify** common examples, some common features or different uses
* **Sort** and **group** objects, materials or living things by observable and/or behavioural features
* **Compare** and contrast… a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences
 | * Raise their own logical questions based on or linked to things they have observed
* With help / scaffolds, begin to ask questions such as ‘What will happen if…?”
 | * Talk about how useful the information source was and express opinion about findings
* Make suggestions about who to ask or where to look for information.
* Ask people questions to help them answer their questions
* Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers
 | * Act out something to represent something else about the world around us *(e.g a life cycle)*
 | * Share ideas in a group and listen to the ideas of others
* Work cooperatively with others on a science task making some choices
 |
| **Year 1** | * Begin to use simple scientific language (from yr1 PoS) to talk about or **record** what they have noticed
* Use observations to make suggestions and/or ask questions
* Look / **observe** closely and communicate changes over time
* Look / **observe** closely and communicate the features or properties of things in the real world
* **Observe** closely using their senses
 | * **Name**/identify common examples and some common features
* With help, decide how to sort and **group** objects, materials or living things
* **Name** basic features of objects, materials and living things
* Say how things are similar or different
* **Compare** and contrast simple observable features / characteristics of objects, materials and living things
 | * Ask simple questions about what they notice about the world around them
* Demonstrate curiosity by the questions they ask
 | * Ask people questions (e.g. an expert or hot-seating)
* Use simple primary and secondary sources (such as objects, books and photographs) to find things out
 | * With help, follow movements (dance / drama) to act out their Science
 | * Share ideas in a group and listen to the ideas of others
* Work with others on a science task
 |
| **Transition** | * Talk about and draw pictures of what they have seen
 | * Find things that are similar or different
* Sort / match things in their own way (objects/living things/events)
* Use simple equipment to sort things into
* Use senses to help sort things
 | * Ask a question
* Show that they are curious
 | * Talk to people about what they do
* Talk to people about how things work
 | * With help, follow movements to act out the Science they are learning about
 | * Work with others on a science task
 |
|  | **EXPLORING / OBSERVING*****KS1 - observing cgrouplosely******Using their observations and ideas to suggest answers to questions*** | **GROUPING AND CLASSIFYING*****KS1 - Compare and contrast a variety of examples linked to KS1 PoS*** | **QUESTIONING*****KS1 - asking simple questions*** | **RESEARCH*****KS1 - finding things out using secondary sources of information***  | **MODELLING*****using dance, drama or a visual aid to represent science in the real world*** | **COLLABORATING** ***interacting effectively as part of a***  |
| **Year 2** | * Carry out simple comparative tests as part of a group, following a **method** with some independence
* Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct)
* With support, make suggestions on a **method** for setting up a simple comparative test
* Talk about a practical way to find answers to their questions
 | * **Measure** using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy
* Begin to make decisions about which equipment to use
* Correctly and safely use **equipment** provided to make observations and/or take simple measurements
 | * **Record** and communicate their findings in a range of ways to a variety of audiences
* Use simple scientific language with increasing accuracy (from year 2 PoS)
* **Record** simple data with some accuracy to help in answering questions;
* With support or using frameworks, make decisions about how to complete a variety of tables/charts *(e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale).*
* *Present findings in a class displays*
* *Sequence / annotate photographs of change over time*
* *Produced increasingly detailed drawings which are labelled/annotated*
 | * With guidance, begin to notice **patterns** in their data e.g. order their findings, sequence best to worst, say what happened over time, etc.
* Recognise if **results** matched **prediction**s. (say if results were what they expected)
* Use their recordings to talk about and describe what has happened
 | * Begin to use simple scientific language (from year 2 PoS) to explain what they have found out.
* Give a simple, logical reason why something happened *(e.g. I think … because …)*
 | * Begin to discuss if the test was un**fair**
 |
| **Year 1** | * With help**, carry out** a simple test/comparative test
* With help, make a simple prediction or suggestion about what might happen
* Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection
* **Talk** about ways of setting up a test
 | * **Measure** using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.
* Observe closely, using simple **equipment** (e.g. hand lenses, egg timers)
* use senses to **compare** different textures, sounds and smells
 | * Communicate their ideas to a range of audiences in a variety of ways
* Complete a pre-constructed table / chart using picture records or simple words
* Contribute to a class display
* Add annotations to drawings or photographs
* Begin to use some simple scientific language from yr1 PoS
* **Record** simple visual representations of observations made
 | * Use recordings to talk about and describe what happened
* Sequence photographs of an event/observation
 | * Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened
 | * N/A in Y1
 |
| **Transition** | * Come up with new things to try/test
* Demonstrate some resilience and try different ideas
* Talk about things they are testing
 | * Use senses and simple equipment to make observations
 | Begin to record observations ***as***…* Drawings (talk about them / annotated by an adult)
* Photographs (talk about them / annotated by an adult)
 | * With prompts, say what they have seen / what has happened
 | * N/A at this level
 | * N/A at this level
 |
|  | **PLANNING AND TESTING*****KS1 - performing simple tests*** | **USING EQUIPMENT AND MEASURES*****KS1 - Using simple equipment and gathering data to help in answering their questions*** | **COMMUNICATING** ***Reporting findings, recording data, presenting findings******Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp***  | **CONSIDERING THE RESULTS OF AN INVESTIGATION / WRITING A CONCLUSION** |
| **DESCRIBING RESULTS / LOOKING FOR PATTERNS*****KS1 - Talk about what happened / what they noticed*** | **EXPLAINING RESULTS*****KS1 - talk about what they found out*** | **TRUSTING RESULTS*****KS1 – beginning to spot when a method is not fair*** |