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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*** |