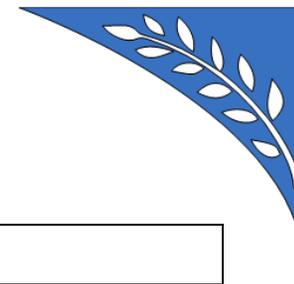
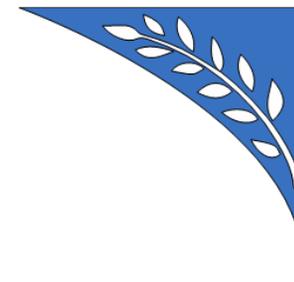


EYFS Areas of Learning	Content
Communication and Language	<ul style="list-style-type: none"> • Learn new vocabulary and use in different contexts • Ask questions to find out more and to check what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.
Personal, Social and Emotional Development	<ul style="list-style-type: none"> • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of ‘screen time’, having a good sleep routine, being a safe pedestrian.
Understanding the World	<p>Explore the natural world around them.</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel while they are outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them.

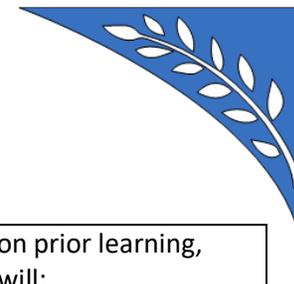
Skills	Year 1	Year 2
Context	<p>Plants</p> <p>Seasonal changes</p> <p>Materials and their properties</p> <p>Animals including humans</p>	<p>Plants</p> <p>Materials and their properties</p> <p>Living things and their habitats</p> <p>Animals including humans</p>
Planning and Communication and Sources	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • draw simple pictures • talk about what they see and do • use simple charts to communicate findings • identify key features • ask questions 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • describe their observations using some scientific vocabulary • use a range of simple texts to find information • suggest how to find things out • identify key features



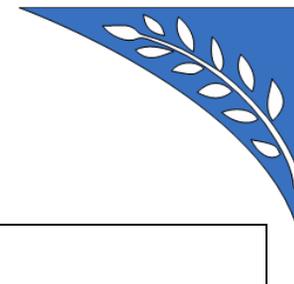
		<ul style="list-style-type: none"> ask questions
Enquiring and Testing and Obtaining and Presenting Evidence	Building on prior learning, children will: <ul style="list-style-type: none"> test ideas suggested to them say what they think will happen use first hand experiences to answer questions begin to compare some living things 	Building on prior learning, children will: <ul style="list-style-type: none"> use simple equipment provided to aid observation compare objects, living things or events make observations relevant to their task begin to recognise when a test or comparison is unfair use first hand experiences to answer questions
Observing and Recording	Building on prior learning, children will: <ul style="list-style-type: none"> make observations using appropriate senses record observations communicate observations orally, in drawing, labelling, simple writing and using ICT 	Building on prior learning, children will: <ul style="list-style-type: none"> respond to questions asked by the teacher ask questions collect and record data (supported by the teacher) suggest how they could collect data to answer questions begin to select equipment from a limited range
Considering Evidence and Evaluating	Building on prior learning, children will: <ul style="list-style-type: none"> make simple comparisons and groupings say what has happened say whether what has happened was what they expected 	Building on prior learning, children will: <ul style="list-style-type: none"> say what has happened say what their observations show and whether it was what they expected begin to draw simple conclusions and explain what they did begin to suggest improvements in their work



Skill	Year 3	Year 4	Year 5	Year 6
Context	Plants Forces and magnets Rocks Animals including humans Light	Sound Electricity Living things and their habitats Animals including humans States of matter	Forces and magnets Earth and space Materials and their properties Living things and their habitats Animals including humans	Electricity Living things and their habitats Animals including humans Light Evolution and inheritance
Planning and Communication and Sources	Building on prior learning, children will: <ul style="list-style-type: none"> use pictures, writing, diagrams and tables as directed by their teacher use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms select the appropriate format to record their observations 	Building on prior learning, children will: <ul style="list-style-type: none"> record observations, comparisons and measurements using tables and bar charts begin to plot points to form a simple graph use graphs to point out and interpret patterns in their data select information from a range of sources provided for them 	Building on prior learning, children will: <ul style="list-style-type: none"> record observations systematically use appropriate scientific language and conventions to communicate quantitative and qualitative data select a range of appropriate sources of information including books, internet and CD Rom 	Building on prior learning, children will: <ul style="list-style-type: none"> choose scales for graphs which show data and features effectively identify measurements and observations which do not fit into the main pattern begin to explain anomalous data use appropriate ways to communicate quantitative data using scientific language



<p>Enquiring and Testing and Obtaining and Presenting Evidence</p>	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • put forward own ideas about how to find the answers to questions • recognise the need to collect data to answer questions • carry out a fair test with support • recognise and explain why it is a fair test • with help, pupils begin to realise that scientific ideas are based on evidence 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • with help, pupils begin to realise that scientific ideas are based on evidence • show in the way they perform their tasks how to vary one factor while keeping others the same • decide on an appropriate approach in their own investigations to answer questions • describe which factors they are varying and which will remain the same and say why 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • use previous knowledge and experience combined with experimental evidence to provide scientific explanations • recognise the key factors to be considered in carrying out a fair test 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • describe evidence for a scientific idea • use scientific knowledge to identify an approach for an investigation • explain how the interpretation leads to new ideas
<p>Observing and Recording</p>	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • make relevant observations • measure using given equipment • select equipment from a limited range 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • carry out measurement accurately • make a series of observations, comparisons and measurements • select and use suitable equipment • make a series of observations and 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • make a series of observations, comparisons and measurements with increasing precision • select apparatus for a range of tasks • plan to use apparatus effectively • begin to make repeat observations and 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> • measure quantities with precision using fine – scale divisions • select and use information effectively • make enough measurements or observations for the required task



		measurements adequate for the task	measurements systematically	
Considering Evidence and Evaluating	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> begin to offer explanations for what they see and communicate in a scientific way what they have found out begin to identify patterns in recorded measurements suggest improvements in their work evaluate their findings 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> predict outcomes using previous experience and knowledge and compare with actual results begin to relate their conclusions to scientific knowledge and understanding suggest improvements in their work, giving reasons 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> make predictions based on their scientific knowledge and understanding draw conclusions that are consistent with the evidence relate evidence to scientific knowledge and understanding offer simple explanations for any differences in their results make practical suggestions about how their working methods could be improved 	<p>Building on prior learning, children will:</p> <ul style="list-style-type: none"> make reasoned suggestions on how to improve working methods show how interpretation of evidence leads to new ideas explain conclusions, showing understanding of scientific ideas