



		EYFS (ELG)	Year 1 (Sycamore)	Year 2 (Beech)	Year 3 (Willow)	Year 4 (Ash)
R Progression		R Focus: <i>Resilience</i> <i>Reflectiveness</i> <i>Reciprocity</i> <i>Resourcefulness</i>	R Capacity Focus: <i>Persevering</i> <i>Planning</i> <i>Collaboration</i> <i>Questioning</i>	R Capacity Focus: <i>Managing Distractions</i> <i>Distilling</i> <i>Empathy and Listening</i> <i>Imagining</i>	R Capacity Focus: <i>Absorption</i> <i>Revising</i> <i>Imitation</i> <i>Making links</i>	R Capacity Focus: <i>Noticing</i> <i>Meta-Learning</i> <i>Interdependence</i> <i>Reasoning Capitalising</i>
By the end of the year children should be able to:	Comparing and Grouping	Develop ideas of grouping, sequences, cause and effect (Creating and Thinking Critically). Know about similarities and differences in relation to places, objects, materials and living things. ELG: The World.	Use simple features to compare objects, materials or living things and, with help, decide how to sort and group them.	Use simple features to compare objects, materials or living things and, with help, begin to justify ideas how to sort and group them.	Explore and compare a number of objects, materials or living things and justify comparisons with greater independence. Describe their similarities and differences when grouping.	Explore and compare a range of objects, materials or living things and discuss criteria for grouping, sorting and classifying, using simple keys where appropriate.

	Observing changes, measuring and finding patterns.	<p>Closely observes what animals, people and vehicles do (The World 8-20 months).</p> <p>Use senses to explore the world around them (Playing and Exploring).</p> <p>Make links and notice patterns in their experience (Creating and Thinking Critically).</p> <p>Choose the resources they need for their chosen activities ELG: Self-confidence and Self-awareness.</p> <p>Handle equipment and tools effectively (ELG: Moving and handling).</p>	<p>Experience different types of science enquiries and, with help, observe changes.</p>	<p>Observe closely using simple equipment with help.</p> <p>Observe changes over time and, with guidance, notice patterns and relationships.</p> <p>Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data.</p>	<p>Look for patterns in things observed first hand (e.g. shadows).</p> <p>Help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Measure with greater accuracy using standard units and using simple/familiar equipment.</p> <p>Begin to look for naturally occurring patterns and relationships.</p>	<p>Find and observe patterns in things observed first hand.</p> <p>Help make decisions more independently about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Measure with greater accuracy using standard units and learn how to use a range of new equipment (e.g. thermometers).</p> <p>Begin to look for naturally occurring patterns and relationships and begin deciding what data to collect to identify them.</p>
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	Questioning and Planning	<p>Show curiosity about objects, event and people (Playing and Exploring).</p> <p>Questions why things happen (Speaking: 30-50 months).</p> <p>Take a risk, engage in new experiences and learn by trial and error (Playing and Exploring).</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world (The World: 30-50 months)</p>	<p>To begin to recognise different ways in which they might answer scientific questions.</p>	<p>To begin to ask simple questions about the world around us and recognise they can be answered in different ways.</p>	<p>Ask some relevant questions and be guided towards scientific enquiries that will answer them.</p> <p>Begin to make simple decisions about how to answer scientific questions through discussion.</p>	<p>Ask relevant questions and use different types of scientific enquiries.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions.</p>
	Investigating and Enquiring	<p>Engage in open-ended activity (Playing and Exploring).</p> <p>Find ways to solve problems/find new ways to do things/test their ideas (Creating and Thinking Critically).</p>	<p>Be guided towards carrying out simple tests.</p> <p><i>KS1: Experience different types of science enquiries, including practical activities.</i></p>	<p>Carry out simple tests with greater independence.</p>	<p>Be supported in setting up simple practical enquiries, comparative and fair tests.</p> <p>Think of one variable factor in enquiries.</p> <p><i>KS2: Be given a range of scientific experiences including different types of science enquiries to answer them.</i></p>	<p>To help decide how to set up simple practical enquiries, comparative and fair tests.</p> <p>To think of more than one variable factor in enquiries.</p>

	Recording Findings	<p>Create simple representations of events, people and objects (Being Imaginative: 40-60 months).</p>	<p>With support, say what happened in their investigation.</p> <p>To show results in a simple table that that has been provided.</p>	<p>Say what happened in their investigation with greater independence.</p> <p>To show results in tables that have been provided.</p> <p>To begin recording ideas in different ways with some independent written tasks.</p>	<p>With support, gather, record and present data in a variety of ways to help answer questions.</p> <p>Report on findings orally and in independent written tasks.</p> <p>Be exposed to different ways of presenting data.</p>	<p>Gather, record and present data in a variety of ways to help answer questions.</p> <p>Report on findings orally and in independent written tasks.</p> <p>Suggest appropriate ways of presenting data/findings.</p>
	Drawing Conclusions	<p>Answer how and why questions about their experiences (ELG: Understanding).</p> <p>Make observations of animals and plants and explain why some things occur, and talk about changes (ELG: The World).</p>	<p>Talk about what they have found and how they found it out.</p>	<p>Talk about what they have found and how they found it out.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p>With help, look for changes, patterns, similarities and differences and draw simple conclusions.</p>	<p>Use and interpret results to draw simple conclusions.</p> <p>Discuss how investigations may be improved.</p> <p>With support, identify new questions arising from data.</p>

	Using Scientific Vocabulary	<p>Develop their own narratives and explanations by connecting ideas or events (ELG: Speaking).</p> <p>Builds up vocabulary that reflects the breadth of their experience (Understanding: 30-50 months).</p>	<p>Read and spell scientific vocabulary at a level consistent with their knowledge in year 1.</p> <p>To demonstrate knowledge and understanding of some terms learnt in written tasks with support.</p>	<p>Read and spell scientific vocabulary at a level consistent with their knowledge in year 2.</p> <p>To demonstrate knowledge and understanding of most terms learnt in written tasks.</p>	<p>Read and spell scientific vocabulary at a level consistent with their knowledge in year 3.</p> <p>To demonstrate knowledge and understanding of most terms learnt in written tasks.</p>	<p>Read and spell scientific vocabulary at a level consistent with their knowledge in year 4.</p> <p>To demonstrate knowledge and understanding of most terms learnt in written tasks.</p>
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