



	Key Stage One		Key Stage Two			
30 – 50 months 40 – 60 months Early Learning Goals	KS1		LKS2		UKS2	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Plants						
<p><u>The World (W)</u> <u>22-36 months:</u></p> <ul style="list-style-type: none"> Notices detailed features of objects in their environment. <p><u>30-50 months:</u></p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. <p><u>40-60+ months:</u> Looks closely at similarities, differences, patterns and change</p> <p>Understanding the world: Early Learning Goal: They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>I can identify and name a variety of common flowering plants, including trees</p> <p>I can identify and describe the basic structure of a common plant</p> <p>I can identify and name a variety of common wild and garden plants</p> <p>I can identify and name deciduous and evergreen trees</p>	<p>I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>I can find out and describe how plants need water, light and a suitable temperature to grow healthy.</p>	<p>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>I can investigate the way in which water is transported within plants</p> <p>I can make observations and collect evidence about our changing world overtime</p> <p>I can 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>I can explore the part that flowers play in the life</p>			

			cycle of flowering plants I can name the main stages of a flowering plant's life cycle, including pollination, seed formation and seed dispersal			
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Plants Vocabulary

Growth, growing, plants, gardens, flowers, plating, gardening, soil, mud, grass, leaves, stem, roots, plant pot, gardening tools, care		Deciduous, Evergreen trees, Leaves, Flowers, Petals, Fruit, Roots, Bulb, Seed, Trunk, Branches, Stem	Seeds, Bulbs, Water, Light, Temperature, Growth	Air, Light, Water, Nutrients, Soil, Reproduction, Transportation, Dispersal, Pollination, Flower		
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Animals including Humans

<p><u>The World (W)</u> <u>22-36 months:</u> <ul style="list-style-type: none"> Notices detailed features of objects in their environment. <u>30-50 months:</u> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. <u>40-60+ months:</u> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <u>ELG 14:</u> They make observations of animals and plants and explain why some things occur, and talk about changes. </p> <p><u>Physical Development (PD)</u> <u>Health & Self-care (HS)</u> <u>22-36 months:</u> <ul style="list-style-type: none"> Feeds self competently with spoon. Drinks well without spilling. Clearly communicates their need for potty or toilet. Beginning to recognise danger and seeks out support of significant adults for help. </p>	<ul style="list-style-type: none"> Helps with clothing e.g. puts on hat, unzips zipper on jacket, takes off unbuttoned shirt. Beginning to be independent in self-care, but still often needs adult support. <u>30-50 months:</u> <ul style="list-style-type: none"> Can tell adults when hungry or tired or when they want to rest or play. Observes the effects of activity on their bodies. Understands that equipment and tools have to be used safely. Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. Can usually manage washing and drying hands. Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. <u>40-60+ months:</u> <ul style="list-style-type: none"> Eats healthy range of foodstuffs and understands need for variety in food. Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. Practices some appropriate safety measures without direct supervision. <u>ELG 5:</u> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
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See above	I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	I can notice that animals, including humans, have offspring which grow into adults	I can 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	I can describe the simple functions of the basic parts of the digestive system in humans	I can describe the changes as humans develop to old age	I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
	I can identify and name a variety of common animals that are carnivores, herbivores and omnivores	I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement	I can identify the different types of teeth in humans and their simple functions		I can recognise the impact of diet, exercise, drugs and lifestyle on the way my body functions
	I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene		I can construct and interpret a variety of food chains, identifying producers, predators and prey		I can describe the ways in which nutrients and water are transported within animals, including humans
	I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.					

Animals including Humans Vocabulary

Zoo, zoo keeper, animals, care, bear. camel. crocodile. elephant. giraffe. kangaroo. leopard.	Senses Fish, Reptiles, Mammals, Birds, Amphibians Herbivore, Omnivore, Carnivore, Wings, Beak	Survival, Water, Air, Food, Adult, Baby, Offspring, Kitten, Calf, Puppy, Exercise, Hygiene	Nutrition Movement, Muscles, Bones, Skull, Nutrition, Skeleton,	Mouth, Tongue, Teeth, Oesophagus, Stomach, Small Intestine, Large Intestine, Herbivore, Carnivore, Canine, Incisor, Molar,	Foetus, Embryo, Womb, Gestation, Baby, Toddler, Teenager, Elderly, Growth, Development, Puberty	Circulatory, Heart, Blood Vessels, Veins, Arteries, Oxygenated, Deoxygenated, Valve, Exercise, Respiration
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Everyday Materials

<p>The World (W)</p> <p>22-36 months:</p> <ul style="list-style-type: none"> Notices detailed features of objects in their environment. <p>30-50 months:</p> <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where 	<p>Expressive Arts & Design (EAD)</p> <p>Exploring and Using Media and Materials (EUMM)</p> <p>30-50 months:</p> <ul style="list-style-type: none"> Beginning to be interested in and describe the texture of things. Uses various construction materials.
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<p>they live or the natural world.</p> <ul style="list-style-type: none"> • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. <p>40-60+ months:</p> <ul style="list-style-type: none"> • Looks closely at similarities, differences, patterns and change. <p>ELG 14: Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<ul style="list-style-type: none"> • Realises tools can be used for a purpose. <p>40-60+ months:</p> <ul style="list-style-type: none"> • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>ELG 16: They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
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<p>See above</p>	<p>I can distinguish between an object and the material from which it is made</p> <p>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>I can describe the simple physical properties of a variety of everyday materials</p> <p>I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			<p>I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>I know that some materials will dissolve in liquid to form a solution, and I can describe how to recover a substance from a solution</p> <p>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda</p>	
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Everyday Materials Vocabulary

<p>Soft, hard, mix, playdough, sand, paint, material</p>	<p>Wood, Plastic, Glass, Paper, Water, Metal, Rock, Hard, Soft, Bendy, Rough, Smooth</p>	<p>Stretchy, Shiny, Dull, Rough, Smooth, Bendy, Waterproof, Absorbent, Opaque, Transparent Brick, Paper, Fabrics, Squashing, Bending, Twisting, Stretching Elastic, Foil</p>			<p>Hardness, Solubility, Transparency, Conductivity, Magnetic, Filter, Evaporation, Dissolving, Mixing, soluble insoluble</p>	
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Living Things and their Habitat

The World (W)

22-36 months:

- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above

I can explore and compare the differences between things that are living, dead, and things that have never been alive

I can 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

I can identify and name a variety of plants and animals in their habitats, including micro-habitats

I can 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

I can recognise that living things can be grouped in a variety of ways

I can explore and use classification keys to help group, identify and name a variety of living things in my local and wider environment

I can recognise that environments can change and that this can sometimes pose dangers to living things

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

I can describe the life process of reproduction in some plants and animals

I can 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

I can give reasons for classifying plants and animals based on specific characteristics

Living Things and their Habitat Vocabulary

Animal, home, house, under the sea, zoo, jungle, trees, plants, cocoon,

Living, Dead, Habitat, Energy, Food chain, Predator, Prey, Woodland, Pond, Desert

Vertebrates, Fish, Amphibians, Reptiles, Birds, Mammals, Invertebrates, Snails, Slugs, Worms, Spiders, Insects, Environment, Habitats

Mammal, Reproduction, Insect, Amphibian, Bird, Offspring

Classification, Vertebrates, Invertebrates, Microorganisms, Amphibians, Reptiles, Mammals, Insects

Forces

The World (W)

22-36 months:

- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above			<p>I can compare how things move on different surfaces</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>I can describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing</p>		<p>I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p>	
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Forces Vocabulary

Stop, Start fast , slow, move, roll, push, pull			<p>Magnetic, Force, Contact, Attract, Repel, Friction, Poles, Push, Pull</p>		<p>Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys</p>	
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Electricity

The World (W)

22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
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40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above

I can identify common appliances that run on electricity

I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

I can recognise some common conductors and insulators, and associate metals with being good conductors

I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches

I can use recognised symbols when representing a simple circuit in a diagram

Electricity Vocabulary

Bright, dark, electricity, batteries, danger, safety, plug, socket

Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators

Cells, Wires, Bulbs, Switches, Buzzers, Battery, Circuit, Series, Conductors, Insulators, Amps, Volts, Cell

Light

The World (W)

22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

			<p>I can recognise that I need light in order to see things and that dark is the absence of light</p> <p>I can notice that light is reflected from surfaces</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>I can find patterns in the way that the size of shadows change</p>			<p>I can recognise that light appears to travel in straight lines</p> <p>I can 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>I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>
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Light Vocabulary

Light, bright, dark, shadow,			Light, Shadows, Mirror, Reflective, Dark, Reflection			Refraction, Reflection, Light, Spectrum, Rainbow, Colour,
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Sound

The World (W)

22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above			<p>I can identify how sounds are made, associating some of them with something vibrating</p> <p>I can recognise that vibrations from sounds travel through a medium to the ear</p> <p>I can find patterns between the pitch of a sound and features of the object that produced it</p>			
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				I can find patterns between the volume of a sound and the strength of the vibrations that produced it		
				I can recognise that sounds get fainter as the distance from the sound source increases		

Sound Vocabulary

Quiet and loud, music				Volume, Vibration, Wave, Pitch, Tone		
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Earth & Space

The World (W)
22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:
 Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above					I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system	
					I can describe the movement of the Moon relative to the Earth	
					I can describe the Sun, Earth and Moon as approximately spherical bodies	
					I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky	

Earth & Space Vocabulary

The world, stars, space, planets, sky, moon					Earth, Sun, Moon, Axis, Rotation, Day, Night, Phases of the Moon, star, constellation, Solar System	
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Evolution and Inheritance

The World (W)
22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above						<p>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
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Evolution and Inheritance Vocabulary

Lifecycle, butterfly, egg, pupa, leaf, chrysalis, caterpillar, cocoon, chick, lay, hatching, nest, hen, chicken, incubation						Fossils, Adaptation, Evolution, Characteristics, Reproduction, Genetics
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States of Matter

The World (W)

22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

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				<p>I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>		
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States of Matter Vocabulary

Hard, Soft,
Water, Hot,
Cold

Solid, Liquid, Gas,
Evaporation,
Condensation, Particles,
Temperature, Freezing,
Heating

Rocks

The World (W)

22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above

I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

I can describe in simple terms how fossils are formed when things that have lived are trapped within rock

I can recognise that soils are made from rocks and organic matter

Rocks Vocabulary

Rocks,
stones, hard,
smooth,
rough

Fossils, Soils,
Sandstone, Granite,
Marble, Pumice,
Crystals, Absorbent

Seasonal Changes

The World (W)

22-36 months:

- Enjoys playing with small-world models such as a farm, a garage, or a train track.
- Notices detailed features of objects in their environment.

30-50 months:

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment.

40-60+ months:

- Looks closely at similarities, differences, patterns and change.

ELG 14:

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

See above	I can observe changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies.					
Seasonal Changes Vocabulary						
Summer, Spring, Autumn, Winter, Sun, Day, Moon, Night, Light, Dark, Weather rain sunshine snow cloud	Summer, Spring, Autumn, Winter, Sun, Day, seasons Night, Light, Dark, climate, weather					

Working Scientifically			
EYFS	KS1	LKS2	UKS2
Asking Questions			
<p>Take a risk, engage in new experiences and learn by trial and error Playing & Exploring</p> <p>Engage in open-ended activity Playing & Exploring</p> <p>Show curiosity about objects, events and people Playing & Exploring Questions why things happen Speaking: 30-50 months</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>Develop ideas of grouping, sequences, cause and effect Creating & Thinking Critically Know about similarities and differences in relation to places, objects, materials and living things ELG: The World</p>	<p>Ask simple questions and recognise that they can be answered in different ways.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests.</p>	<p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>

<p>Find ways to solve problems / find new ways to do things / test their ideas Creating & Thinking Critically</p>			
Measuring and Recording			
<p>Create simple representations of events, people and objects Being Imaginative: 40-60+ months</p> <p>Choose the resources they need for their chosen activities ELG: Self Confidence & Self Awareness</p> <p>Handle equipment and tools effectively ELG: Moving & Handling</p> <p>Make links and notice patterns in their experience Creating & Thinking Critically</p> <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 & Exploring</p>	<p>Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units. use a range of equipment, including thermometers and data loggers</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>
Concluding			
<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>Identify and classify Use their observations and ideas to suggest answers to questions.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Identify scientific evidence that has been used to support or refute ideas or arguments. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>
Evaluating			
<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>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>Use test results to make predictions to set up further comparative and fair tests.</p>