

EYFS Statutory Framework and Development Matters	KS1 (NC 2014)
<ul style="list-style-type: none"> Explore the natural world around them (Understanding the World: reception) Notice and ask questions about differences (Personal, Social & Emotional Dev: birth-3) Understand simple questions about 'who', 'what' and 'where' (Communication & Language: 2 years) / understand 'why' questions (3-4 years) / ask questions to find out more (reception) <p><i>Listen attentively and respond to what they hear with relevant questions (ELG: Listening, Attention & Understanding)</i></p>	<ul style="list-style-type: none"> Explore the world around them and raise their own simple questions (Animals including humans Y1), (Everyday Materials Y1) (Animals including humans Y2), (Plants Y2) (Everyday Materials Y2) Ask people questions and use simple secondary sources to find answers (Animals including humans Y1), (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2)
<ul style="list-style-type: none"> Make choices and explore different resources and materials (Playing & Exploring) <p><i>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge (ELG Managing Self)</i></p>	<ul style="list-style-type: none"> Experience different types of science enquiries, including practical activities (Animals including humans Y1) (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Plants Y2)
<ul style="list-style-type: none"> Know more, so feel confident about coming up with their own ideas (Creating & Thinking Critically) <hr/> <ul style="list-style-type: none"> Respond to new experiences that you bring to their attention (Playing & Exploring) 	<ul style="list-style-type: none"> Begin to recognise different ways in which they might answer scientific questions (Animals including humans Y2), (Everyday Materials Y2)

<ul style="list-style-type: none"> Solve real problems (Creating and Thinking Critically) 	<ul style="list-style-type: none"> Carry out simple tests (Everyday Materials Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Plants Y2) (Everyday Materials Y2)
<ul style="list-style-type: none"> Sort materials (Creating & Thinking Critically) Explore collections of materials with similar and/or different properties (Understanding the World: 3-4 years) and group them <p><i>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class (ELG: The Natural World)</i></p>	<ul style="list-style-type: none"> Use simple features to compare objects, materials and living things and, with help, decide how to sort (Animals including humans Y1), (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1)
<ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials (Understanding the World: 3-4 years) Explore different materials and tools (Physical Dev: birth-3) <p><i>Explore the natural world around them, making observations and drawing pictures of animals and plants (ELG: The Natural World)</i></p>	<ul style="list-style-type: none"> Observe closely using simple equipment / with help, observe changes over time (Animals including humans Y1), (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2)
<ul style="list-style-type: none"> Realise that their actions have an effect on the world (Playing & Exploring) Notice patterns and arrange things in patterns (Mathematics: birth-3) / talk about and identifies the patterns around them (3-4 years) / continue, copy and create repeating patterns (reception) <p><i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (ELG: The Natural World)</i></p>	<ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships (Seasonal Changes Y1) (Everyday Materials Y2)

<ul style="list-style-type: none"> • Make comparisons between objects relating to size, length, weight and capacity (Mathematics: 3-4 years) / compare length, weight and capacity (reception) • Choose the right resources to carry out their own plan (Physical Dev 3-4 years) / develop their small motor skills so that they can use a range of tools competently, safely and confidently (reception) <p><i>Use a range of small tools, including scissors, paint brushes and cutlery (ELG: Fine Motor Skills)</i></p>	<ul style="list-style-type: none"> • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data (Everyday Materials Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Plants Y2) (Everyday Materials Y2)
<ul style="list-style-type: none"> • Use drawing to represent ideas (Expressive Arts & Design: 3-4 years) / return to and build on their previous learning, refining ideas and developing their ability to represent them (reception) 	<ul style="list-style-type: none"> • Record simple data (Animals including humans Y1) (Everyday Materials Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2) •
<ul style="list-style-type: none"> • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; (ELG: Speaking) 	<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions talk about what they have found out and how they found it out (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2) •
<ul style="list-style-type: none"> • Use a wider range of vocabulary (Communication & Language: 3-4 years) / learn new vocabulary & use new vocabulary through the day and in different contexts (reception) • Talk about what they see, using a wide vocabulary (Understanding The World: 3-4 years) • Offer their own ideas, using recently introduced vocabulary (ELG: Speaking) 	<ul style="list-style-type: none"> • With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language (Animals including humans Y1) (Plants Y1) (Living things and their habitats Y2)

Progression of skills at South Norwood – Science (*Italics ELG*) *South Norwood units*, *Statutory NC Objectives*

KS1	Lower KS2	Upper KS2
<ul style="list-style-type: none"> Explore the world around them and raise their own simple questions (Animals including humans Y1), (Everyday Materials Y1) (Animals including humans Y2), (Plants Y2) (Everyday Materials Y2) 	<ul style="list-style-type: none"> Raise their own relevant questions about the world around them Rocks Y3, Plants Y3 	<ul style="list-style-type: none"> Use their science experiences to explore ideas and raise different kinds of questions Animals Including Humans Y5, Evolution and Inheritance Y6
<ul style="list-style-type: none"> Experience different types of science enquiries, including practical activities (Animals including humans Y1) (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Plants Y2) 	<ul style="list-style-type: none"> Should be given a range of scientific experiences including different types of science enquiries to answer questions Animals including Humans Y4, Animals including Humans Y3, Light Y3, Plants Y3, Sound Y4 	<ul style="list-style-type: none"> Talk about how scientific ideas have developed over time Evolution and Inheritance Y6
<ul style="list-style-type: none"> Begin to recognise different ways in which they might answer scientific questions (Animals including humans Y2), (Everyday Materials Y2) 	<p>Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions</p> <p>Electricity Y4, Sound Y4</p>	<ul style="list-style-type: none"> Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions Animals Including Humans Y5, Earth and Space Y5, Living things and their habitats Y5, Animals Including Humans Y6, Electricity Y6, Evolution and Inheritance Y6, Light Y6
<ul style="list-style-type: none"> Carry out simple tests (Everyday Materials Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Plants Y2) (Everyday Materials Y2) 	<ul style="list-style-type: none"> Set up simple practical enquiries, comparative and fair tests Recognise when a simple fair test is necessary and help to decide how to set it up Animals including Humans Y3, Forces and Magnets Y3, Light Y3, Rocks Y3, Plants Y3, Animals 	<ul style="list-style-type: none"> Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why Forces Y5, Electricity Y6, Light Y6

	including Humans Y4, Electricity Y4, Sound Y4, States of Matter Y4	
<ul style="list-style-type: none"> Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them <p>(identifying and classifying) (Animals including humans Y1), (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1)</p>	<ul style="list-style-type: none"> Talk about criteria for grouping, sorting and classifying; and use simple keys <p>Animals including humans Y3, Forces and Magnets Y3, Rocks Y3</p>	<ul style="list-style-type: none"> Use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment <p>Living things and their habitats Y6</p>
<ul style="list-style-type: none"> Ask people questions and use simple secondary sources to find answers (Animals including humans Y1), (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2) 	<ul style="list-style-type: none"> Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations <p>Animals including humans Y3</p>	<ul style="list-style-type: none"> Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact <p>Living things and their habitats Y5, Evolution and Inheritance Y6</p>
<ul style="list-style-type: none"> Observe closely using simple equipment with help, observe changes over time <p>(Animals including humans Y1), (Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2)</p>	<ul style="list-style-type: none"> Make systematic and careful observations Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used <p>Light Y3, Rocks Y3, Plants Y3</p>	<ul style="list-style-type: none"> Make their own decisions about what observations to make, what measurements to use and how long to make them for
<ul style="list-style-type: none"> With guidance, they should begin to notice patterns and relationships 	<ul style="list-style-type: none"> Begin to look for naturally occurring patterns and 	<ul style="list-style-type: none"> Look for different causal relationships in their data and

<ul style="list-style-type: none"> • (Seasonal Changes Y1) (Everyday Materials Y2) 	<p>relationships and decide what data to collect to identify them</p> <p>Light Y3, Plants Y3</p>	<p>identify evidence that refutes or supports their ideas</p> <p>Forces Y5, Animals Including Humans Y6</p>
<ul style="list-style-type: none"> • Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data • (Everyday Materials Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Plants Y2) (Everyday Materials Y2) • 	<ul style="list-style-type: none"> • Take accurate measurements using standard units • Learn how to use a range of (new) equipment, such as data loggers / thermometers appropriately <p>Rocks Y3, Sound Y4, States of Matter Y4</p>	<ul style="list-style-type: none"> • Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. • Take repeat measurements where appropriate. <p>Forces Y5, Electricity Y6, Evolution and Inheritance Y6</p>
<ul style="list-style-type: none"> • Record simple data <p>(Animals including humans Y1) (Everyday Materials Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2)</p>	<ul style="list-style-type: none"> • Collect, record and present data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data <p>Animals including Humans Y3, Forces and Magnets Y3, Light Y3, Rocks Y3, Plants Y3, Animals including Humans Y4, Electricity Y4, Habitats Y4, Sound Y4, States of Matter Y4</p>	<ul style="list-style-type: none"> • Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <p>Animals Including Humans Y5, Living things and their habitats Y5, Animals Including Humans Y6, Evolution and Inheritance Y6</p>
<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions using scientific evidence • Talk about what they have found out and how they found it out 	<ul style="list-style-type: none"> • Identify scientific evidence that has been used to support or refute ideas or arguments

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<p>(Everyday Materials Y1) (Plants Y1) (Seasonal Changes Y1) (Animals including humans Y2), (Living things and their habitats Y2) (Plants Y2) (Everyday Materials Y2)</p>	<p>Animals including Humans Y3, Forces and Magnets Y3, Rocks Y3, Plants Y3, Animals including Humans Y4, Habitats Y4, Sound Y4, States of Matter Y4</p>	<p>Forces Y5, Evolution and Inheritance Y6, Light Y6, Living things and their habitats Y6</p>
<ul style="list-style-type: none"> • With help, they should record and communicate their findings in a range of ways and begin to use simple scientific language • (Animals including humans Y1) (Plants Y1) (Living things and their habitats Y2) 	<ul style="list-style-type: none"> • Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written predictions, explanations, displays or presentations of results and conclusions <p>Animals including Humans Y3, Forces and Magnets Y3, Rocks Y3, Plants Y3, Animals including Humans Y4, Electricity Y4, Habitats Y4, Sound Y4</p>	<ul style="list-style-type: none"> • Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas • Use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results <p>Animals Including Humans Y5, Forces Y5, Animals Including Humans Y6, Evolution and Inheritance Y6, Light Y6</p>
	<ul style="list-style-type: none"> • With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done <p>Light Y3, Plants Y3, Electricity Y4</p>	<ul style="list-style-type: none"> • Use their results to make predictions and identify when further observations, comparative and fair tests might be needed <p>Animals Including Humans Y5, Forces Y5, Electricity Y6,</p>

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	Identify differences, similarities and changes related to simple scientific ideas and processes <i>Forces and Magnets Y3, Sound Y4</i>	