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| **Area** | | **EYFS** | **Year 1** | **Year 2** |
| **Knowledge** | **Use of Everyday Materials** | I can sort objects based on their material. I am able to recognise common materials around me, including plastic, glass, wood and metal. | I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  I can recognise different materials and sort objects accordingly.  I can describe simple physical properties of a variety of objects.  I can compare and group together a variety of everyday materials on the basis of their simple physical properties. | 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.  I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |
| **Plants** | I can make observations about things around me.  I can talk about the changes that happen to the plants around me. | I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  I can identify and describe the basic structure of a variety of common flowering plants, including trees. | I can observe and describe how seeds and bulbs grow into mature plants.  I can describe the needs of plants including needing water, light and temperature in order to grow and stay healthy. |
| **Animals, including humans** |  | I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  I can identify and name a variety of common animals that are carnivores, herbivores and omnivores  I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)  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. | I can notice that animals, including humans, have offspring which grow into adults  I can find out about and describe the basic needs of animals, including humans, for survival (water, food, air)  I can describe the importance of humans of exercising, eating the right amounts of different types of food, and hygiene. |
| **Seasonal Changes** |  | I can observe changes across the four seasons  I can observe and describe the weather associated with the seasons and how day length varies. |  |
| **Living Things and their habitats** |  |  | 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 microhabitats.  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. |
| **Skills** | **Ask simple questions** | I can comment and asks questions about aspects of my familiar world such as the place I live or the natural world.  I can ask questions about why things happen.  I can ask questions and make predictions based on observations. | I can ask simple questions stimulated by my exploration of the world.  I can begin to know that questions can be answered in different ways.  I can talk about what I am exploring or trying to find out.  I notice a change and find out what will happen to something if it is left for a longer time. | I can ask relevant questions.  I can ask questions designed to help place things in groups based on similar observable or behavioural features.  I know that questions can be answered in different ways.  I can recognise when a simple comparison or test is unfair. I can suggest how to collect the identified data needed.  I can make a simple prediction when appropriate (based on something similar I have observed previously).  I can recognise I will need to make observations or measurements over a longer time and predict possible patterns and outcomes. |
| **Observe closely and use simple equipment** | I can talk about why things happen.  I can explore and recognise features of living things.  I can explore and use senses to investigate objects and materials.  I can recognise how things work.  I can explore changes. | I can make observations of animals and plants.  I can explain why some things occur, and talk about changes.  I can observe closely using all senses. | I can make careful observations of animals and plants.  I can take accurate measurements using standard and nonstandard measures.  I can explain why some things occur, and talk about changes.  I can observe closely using all senses. |
| **Perform simple tests** | I can explore through play  I can try new things and ideas. | I can carry out a simple comparative test or exploration comparing 2 or 3 things by direct observation or comparison.  I can measure using nonstandard measures.  I can begin to use standard measures for temperature, mass, length | I can measure using simple measuring equipment in uniform non-standard units (e.g. straws) or simple standard units such as metre sticks, kg masses, L jugs and second timers.  I can change what is done to see how the outcome is changed.  I can read scale to the nearest labelled division. |
| **Identify and Classify** | I can begin to compare similarities and differences.  I can look closely at similarities, differences, patterns and change.  I can say similarities and differences between animals, objects and materials.  I can talk about simple changes. | I can match things and organisms that are the same.  I can identify things and organisms that are similar.  I can identify differences between things and organisms.  I can begin to sort using observations of similarities and differences using my own criteria. | I can make comparisons to group similar things or organisms together.  I can classify things into two groups so that one group (containing things or organisms) has an observable feature the other doesn’t.  I can sort using observations of similarities and differences using their own criteria. |
| **Use observations and ideas to suggest answers** | I can talk about some of the things I have observed such as plants, animals, natural and found objects.  I can draw a conclusion based on an investigation.  I can begin to solve problems.  I can start to make links and notice patterns. | I can say what happened. Say if something seems to have made a difference.  I can make comparisons and order results (1st, 2nd and 3rd).  I can explain why I have put things and organisms in the same group. | I can describe observations and data.  I can describe patterns.  I can say what they have found out and whether it was what was expected.  I can identify which groups an object and organism should be placed in.  I can describe how things or organisms have been sorted. I can describe simple changes and say whether the change was expected if predicted. |
| **Gather and record data to help answer a question** | I can choose to record in their own way talking about what it shows. I can place things in sorting hoops based on their own sorting criteria.  I can talk about any changes that happened during the investigation that the recording shows. | I can choose to record in their own way talking about what it shows.  I can place things in sorting hoops based on their own sorting criteria.  I can talk about any changes that happened during the investigation that the recording shows. | I can draw pictures/take photos/write simple sentences/complete two column tables/complete tally charts.  I can make practical block graphs (e.g. using Lego) or pictograms with a 1:1 scale.  I can draw a block graph with a 1:1 scale.  I can record appropriately using tables, sorting circles and simple Venn diagrams to help distinguish sets of similar things or organisms. |