## Science Skills Document

	Nursery	Reception	Year 1	Year 2
Y1 and 2 - Plants	EYFS Understanding of The World ELG - explore the natural world around them, making observations and drawing pictures of plants			
	<ul> <li>to talk about plants</li> <li>to plant their own seeds and check how tall the plants grow</li> <li>to talk about the life cycle of a plant.</li> </ul>	<ul> <li>to talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul> <li>use the local environment through the year to observe wild and garden plants</li> <li>observe growth of plants, flowers and vegetables they have planted</li> </ul>	<ul> <li>observe how seeds and bulbs grow into mature plants</li> <li>find out how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
	ELG - 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 - understand some important processes and changes in the natural world around them, including the seasons		_	

Yr 1 - Seasonal Change	<ul> <li>to talk about the changes they observe in their environment</li> </ul>	<ul> <li>looks closely at similarities, differences, patterns and change</li> </ul>	-observe changes across the four seasons - observe weather associated with the seasons and how day length varies	<ul> <li>observe changes across the four seasons</li> <li>observe weather associated with the seasons and how day length varies</li> </ul>
Yr 2 - All Living things and their habitats	<ul> <li>to be able to differentiate between nocturnal and diurnal animals.</li> <li>make comparisons between habitats of farm animals and wild animals.</li> </ul>	<ul> <li>to make observations and express views about the environment.</li> <li>shows care and concern for living things and the environment</li> <li>Exploring a range of habitats, looking at why the animal lives like that.</li> </ul>		<ul> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>-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</li> </ul>
Animals, including humans	ELG - Explore the natural world around them, making observations and drawing pictures of animals			

	<ul> <li>to be able to talk about their body parts and what the function is of each part.</li> <li>to draw silhouettes and orally label body parts.</li> <li>to use their senses to explore natural materials</li> <li>to use senses to explore the world around them.</li> </ul>	<ul> <li>to identify and sort healthy/unhealthy foods.</li> <li>talk about the life cycle of plants and animals and what they need to survive.</li> <li>To explore a range of habitats, looking at why the animal lives like that.</li> </ul>	<ul> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>investigate the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>
	<ul> <li>To make comparisons between habitats of farm animals and wild animals.</li> </ul>			-find out about the basic needs of animals, including humans, for survival (water, food and air)
Yr 1 Everyday materials	<ul> <li>to use their senses to explore natural materials</li> </ul>	<ul> <li>to describe what they see, feel and hear while outside</li> </ul>	<ul> <li>distinguish between an object and the material from which it is made</li> </ul>	compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick,
Yr 2 Uses of Everyday materials	<ul> <li>to talk about materials with similar and/or different properties</li> <li>to explore materials which will float and</li> </ul>	<ul> <li>to know how to test whether materials will float or sink.</li> </ul>	- compare and group together a variety of everyday materials on the basis of their simple physical properties	rock, paper and cardboard Relate the uses to simple physical properties. -find out how the shapes of solid objects made from
	which will sink.			some materials can be changed by squashing, bending, twisting and stretching.

Yr 1 and Yr 2	<ul> <li>Finding ways to</li> </ul>	<ul> <li>Finding ways to</li> </ul>	During years 1 and 2, pupils	During years 1 and 2, pupils
	solve problems	solve problems	should be taught to use the	should be taught to use the
working Scientifically	<ul> <li>Making predictions</li> </ul>	<ul> <li>Making predictions</li> </ul>	following practical scientific	following practical scientific
	<ul> <li>Testing their ideas</li> </ul>	<ul> <li>Testing their ideas</li> </ul>	methods, processes and	methods, processes and
	<ul> <li>Developing ideas of</li> </ul>	<ul> <li>Developing ideas of</li> </ul>	skills through the teaching	skills through the teaching
	grouping,	grouping,	of the programme of study	of the programme of study
	sequences, cause	sequences, cause	content:	content:
	and effect	and effect		
	<ul> <li>Planning, making</li> </ul>	<ul> <li>Planning, making</li> </ul>	- asking simple questions	- asking simple questions
	decisions about how	decisions about how	and recognising that they	and recognising that they
	to approach a task,	to approach a task,	can be answered in different	can be answered in different
	solve a problem and	solve a problem and	ways	ways
	reach a goal	reach a goal	-observing closely (including	-observing closely (including
	Checking how well     their extinuities are	Cnecking now well     their estimities are	over time) using simple	over time) using simple
		their activities are	equipment	equipment
	going	going	- performing simple tests	- performing simple tests
		Changing strategy     as peeded	(comparative and controlled	(comparative and controlled
	Boviewing how well	Beviewing how well	(comparative and controlled	tests)
	the approach	the approach		
	worked	worked	-pattern seeking	-pattern seeking
			- identifying, classifying and	- identifying, classifying and
			grouping	grouping
			-using their observations	-using their observations
			and ideas to suggest	and ideas to suggest
			answers to questions	answers to questions
			- researching using	<ul> <li>researching using</li> </ul>
			secondary sources	secondary sources

		-gathering and recording	-gathering and recording
		data to help in answering	data to help in answering
		questions.	questions.
		4	4
Breadth of study		The principal focus of	The principal focus of
		science teaching in key	science teaching in key
		stage 1 is to enable pupils to	stage 1 is to enable pupils to
		experience and observe	experience and observe
		phenomena, looking more	phenomena, looking more
		closely at the natural and	closely at the natural and
		humanly-constructed world	humanly-constructed world
		around them.	around them.
		They should be encouraged	They should be encouraged
		to be curious and ask	to be curious and ask
		questions about what they	questions about what they
		notice. They should be	notice. They should be
		helped to develop their	helped to develop their
		understanding of scientific	understanding of scientific
		ideas by using and	ideas by using and
		developing different skills.	developing different skills.
		'Working scientifically' has a	'Working scientifically' has a
		separate section in the skills	separate section in the skills
		document, but must always	document, but must always
		be taught through and	be taught through and
		clearly related to the	clearly related to the
		teaching of substantive	teaching of substantive
		science content in the rest of	science content in the rest of
		the skills document.	the skills document.
		They should begin to use	They should begin to use
		simple scientific language to	simple scientific language to
		talk about what they have	talk about what they have

	found out and communicate	found out and communicate
	their ideas to a range of	their ideas to a range of
	audiences in a variety of	audiences in a variety of
	ways.	ways.
	Most of the learning about	Most of the learning about
	science should be done	science should be done
	through the use of first-hand	through the use of first-hand
	practical experiences, but	practical experiences, but
	there should also be some	there should also be some
	use of appropriate	use of appropriate
	secondary sources, such as	secondary sources, such as
	books, photographs and	books, photographs and
	videos	videos.
	Please refer to the 'notes	Please refer to the 'notes
	and guidance' sections of	and guidance' sections of
	The National Curriculum for	The National Curriculum for
	examples showing how	examples showing how
	scientific methods and skills	scientific methods and skills
	might be linked to specific	might be linked to specific
	elements of the content.	elements of the content.
	Pupils should read and spell	Pupils should read and spell
	scientific vocabulary at a	scientific vocabulary at a
	level consistent with their	level consistent with their
	increasing word reading and	increasing word reading and
	spelling knowledge at key	spelling knowledge at key
	stage 1.	stage 1.