Pocklington C of E Infant School

Science: Disciplinary Knowledge

Learning in EYFS			
The Natural World- Science			
Birth-Three . Repeat actions that have an effect. . Explore materials with different properties. . Explore natural materials, indoors and outside.	**Three- Four Years** Use all their senses in hands-on exploration of natural materials. . Explore collections of materials with similar and/or different properties. . Talk about what they see, using a wide vocabulary. . Explore how things work. . Plant seeds and care for growing plants. . Understand the key features of the life cycle of a plant and an animal. . Begin to understand the need to respect and care for the natural environment and all living things. . Explore and talk about different forces they can feel. . Talk about the differences between materials and changes they notice.	**Reception** . Explore the natural world around them. . Describe what they see, hear and feel whilst outside. . Understand the effect of changing seasons on the natural world around them.	**The Natural World- ELG** **. Explore the natural world around them, making observations and drawing pictures of animals and plants. UTW. TNW.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. UTW. ELG** **. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. UTW. TNW.ELG**

Progression of Disciplinary Skills in KS1 (I can…..)

Disciplinary Strand	Year 1	Year 2
Asking simple questions and recognising that they can be answered in different ways.	I can ask simple questions about familiar animals, plants, materials, my body and the seasons, and talk about what I notice.	Ask and answer simple scientific questions about animals (including humans), plants, habitats, materials, wildlife and health, using what they already know and what they find out in enquiries.
Observing closely, using simple equipment.	I can observe closely using my senses and simple equipment (such as hand lenses, rulers or a rain gauge) and describe what I see, hear, feel and smell in the local environment.	Observe plants, animals, habitats, bulbs and seeds closely over time, using simple equipment (such as hand lenses, rulers and measuring tools) and describe what they notice in detail.

Performing simple tests.	I can help to set up and carry out simple tests and pattern-seeking enquiries, using my own body or simple equipment, and follow instructions to test my ideas.	Plan, set up and carry out simple comparative tests and observations over time, for example testing which materials are waterproof, investigating plant growth in light and dark or at different temperatures, and exploring how exercise affects the body.
Identifying and classifying.	I can identify and group living things, objects and actions in different ways (for example by animal type, plant parts, material or helpful/harmful to the planet) and explain how I have sorted them.	Identify and classify a range of plants, animals, habitats and materials in different ways (for example by type, features, what they eat, how they grow or where they live) and explain how and why they sorted them.
Using their observations and ideas to suggest answers to questions.	I can use what I have seen and found out to suggest answers to questions, spot simple patterns and begin to explain my ideas using scientific words.	Use their observations and ideas to suggest answers to enquiry questions, look for simple patterns (such as links between age and number of teeth or between animal groups and their survival needs) and explain what they think and why.
Gathering and recording data to help in answering questions.	I can collect and record simple data (such as lists, tally charts, tables, labelled drawings or simple measurements) to help answer questions and show what I found out.	Gather, measure and record data in simple ways (such as tally charts, tables, block diagrams, labelled drawings and diaries) and use this information to describe what happened and help answer scientific questions.