

## Scientific Development at Kiveton Park Infants

	Nursery	Reception	Y1	Y2
<b>Ask Questions</b>	<ul style="list-style-type: none"> <li>Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life</li> </ul>	<ul style="list-style-type: none"> <li>Makes observations of animals and plants and explains why some things occur, and talks about changes</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple questions and begin to recognise that they can be answered in different ways.</li> <li>Using their observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>Explore the world around them and raise their own questions.</li> <li>Use their experiences of different types of scientific enquiries, including practical activities, to begin to recognise ways in which they might answer scientific questions.</li> <li>Use simple secondary sources to find answers. Talk about similarities and differences</li> </ul>
<b>Find Things Out</b>		<ul style="list-style-type: none"> <li>Shows care and concern for living things and the environment</li> <li>Begin to understand the effect their behaviour can have on the environment</li> </ul>	<ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> </ul>	<ul style="list-style-type: none"> <li>Find things out using secondary sources of information</li> <li>Use simple measurements and equipment to gather data, carry out tests, record data, and talk about what they have found out and how they found it out</li> <li>Record and communicate their findings in a range of ways and begin to use simple scientific language</li> </ul>
<b>Perform Simple Tests</b>	<ul style="list-style-type: none"> <li>Beginning to understand 'why' and 'how' questions</li> <li>Understands use of objects (e.g. "What</li> </ul>	<ul style="list-style-type: none"> <li>Find ways to solve problems</li> <li>Find new ways to do things</li> <li>Test their ideas</li> <li>Use senses to explore the world around them</li> </ul>	<ul style="list-style-type: none"> <li>With guidance, carry out simple comparative tests</li> </ul>	<ul style="list-style-type: none"> <li>Plan and carry out simple comparative tests</li> </ul>

## Scientific Development at Kiveton Park Infants

	<ul style="list-style-type: none"> <li>do we use to cut things?')</li> </ul>			
<b>Notice Patterns</b>	<ul style="list-style-type: none"> <li>Make observations and explain what they can see</li> </ul>	<ul style="list-style-type: none"> <li>Looks closely at similarities, differences, patterns and change in nature</li> </ul>	<ul style="list-style-type: none"> <li>Perform simple tests, involving observations and the gathering and recording of data</li> </ul>	<ul style="list-style-type: none"> <li>Use different types of Scientific enquiry to gather and record data</li> <li>Use simple equipment to notice patterns in their observations or data</li> </ul>
<b>Observe Changes</b>	<ul style="list-style-type: none"> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects</li> </ul>	<ul style="list-style-type: none"> <li>Developing an understanding of growth, decay and changes over time</li> </ul>	<ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes over time and ask questions about what they notice</li> </ul>
<b>Group and Classify</b>	<ul style="list-style-type: none"> <li>Sort objects into simple groups e.g. by colour, texture, shape</li> </ul>	<ul style="list-style-type: none"> <li>Knows about similarities and differences in relation to places, objects, materials and living things</li> </ul>	<ul style="list-style-type: none"> <li>Use simple features to compare objects, materials and living things</li> <li>Identify and classify animals, plants and materials according to simple criteria</li> </ul>	<ul style="list-style-type: none"> <li>Use simple features to compare objects, materials and living things, deciding how to sort and group them</li> </ul>
<b>Use Scientific Vocabulary</b>	<p>science, experiment, test, fair, why, senses, world,</p> <p>plants, leaf, stem, root, flower</p> <p>animals, humans, waterproof, natural,</p> <p>change, growth, decay, environment</p>		<p>Deciduous, evergreen, tree, leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem, fruit</p> <p>Fish, reptiles, mammals, birds, amphibians, herbivore, omnivore, carnivore, leg, arm, elbow, head,</p>	<p>Seeds, bulbs, water, light, suitable, temperature, grow, healthy, germinate, decompose</p> <p>Survival, water, air, food, adult, baby, offspring, kitten, calf, puppy, exercise, hygiene</p>

## Scientific Development at Kiveton Park Infants

		<p>ear, nose, back, wings, beak, gills, eggs, young, birth</p> <p>Wood, plastic, glass, paper, water, metal, rock, hard, soft, bendy, rough, smooth, opaque, transparent</p> <p>Summer, spring, autumn, winter, sun, day, moon, night, light, dark</p> <p>What...? How ....? Why ...? Similar, different, best and worst, change, plan, look, biggest and smallest, compare, sort and group</p>	<p>Living, dead, habitat, energy, food chain, predator, prey, producer, consumer, energy, woodland, pond, desert</p> <p>Hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, waterproof, absorbent, opaque, transparent, brick, paper, fabrics, squashing, bending, twisting, stretching, elastic, foil</p> <p>Observe, change, slowly, quickly, describe, name, identify, label, record, measure, bigger and smaller, pattern, notice, cycle, predict</p>
--	--	---	---