

Animals including humans	EYFS		KS1	LKS2
	Nursery and Reception		Year 1 and Year 2	Year 3 and Year 4
	3 - 4-year-olds	Reception	Blue = Year A Purple = Year B	Blue = Year A Purple = Year B
Working scientifically	<p>Ask why questions.</p> <p>Start to use appropriate vocabulary.</p>	<p>Make links between ideas.</p> <p>Identify, sort and group.</p> <p>Show curiosity using their senses.</p> <p>Collect simple information and mark make.</p> <p>Ask questions to find out more.</p> <p>Investigate and experience things.</p> <p>Notice similarities, differences and changes.</p>	<p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Performing simple tests.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Observing closely, using simple equipment.</p> <p>Record and communicate their findings in a range of ways and begin to use simple scientific language</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Recording findings using simple language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Talk about criteria for grouping, sorting and classifying (non-statutory).</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory).</p> <p>Communicate their findings in ways that are appropriate for different audiences (non-statutory).</p>

			(non-statutory)	Use straightforward scientific evidence to answer questions or to support their findings. Identifying differences, similarities or changes related to simple scientific ideas and processes. Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
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**Hungry,
tired, play,
rest, hot,
cold, warm.**

**Exercise, sleep, food,
healthy, dress, eat,
hygiene, toilet, teeth,
clean.**

Talk like Dr Jane Goodall
**Amphibians, mammals,
reptiles, birds, fish,
herbivore, carnivore,
omnivore, group, observe
body parts, tame, wild,
body, features, habitat,
nocturnal, senses, same,
different.**

**Talk like Florence
Nightingale**
**Exercise, healthy,
proteins, healthy
eating, living, fats,
sugar, growth, off-
spring, teenager, adult,
child, germs,
carbohydrates, diet,
young, energy, survival,
balanced. sugar, food**

Talk like Leonardo Da Vinci
**Nutrition, diet, support,
movement, spine, muscles,
skeleton, pelvis, protect,
relax, energy, flexible, bone,
skull, strong, contract,
collar-bone, hamstring, rib-
cage, joints.**

Talk like Sir Roy Caine
**oesophagus, nutrients,
molars, pre-molars,
canines, incisors, intestines,
organ, swallow, chew, break
down, absorb, stomach,
enamel, absorption,
digestive system, enamel,
food chain, food web,
consumer, producer .**

			group, baby, hygiene.	
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