- Show their work using pictures, labels and captions
- Record their findings using standard units
- Put some information in a chart or table
- Use text, diagrams, pictures, charts and tables to record observations
- Measure using simple equipment
- Record the life cycles of frogs, chicks and caterpillars
- Record changes in the seasons
- Record rainfall
- Record over the time the effect of lack of light on plant growth
- Record findings for our 'Mars Rover'
- To record plant growth in a plant diary

- Ask simple scientific questions.
- Use simple equipment to make observations.
- Carry out simple tests.
- Identify and classify things.
- Suggest what I have found out.
- Use simple data to answer questions
- Perform a simple test
- Explain to other people what they have done
- Carry out a simple fair test
- Explain why it might not be fair to compare two things
- Say whether things happened as they expected
- Suggest how to find things out
- Use prompts to find things out
- Test the strength of absorbency of different materials
- To carry out fair tests involving scientific questions using ice and water
- Carry out tests on plants by varying factors that affect their living conditions
- Test samples from our 'Mars Rover' to test for absorbency and strength
- To carry out simple tests on plants
- Change one variable to see its effect on another whilst keeping all the others the same

Stalyhill Infant School
Curriculum Intent - Science

- Identify and classify things they observe – plants and trees
- Ask questions that they have thought of themselves
- Answer some scientific questions
- Provide a simple reason for their answers
- Explain what they have found out
- Organise things into groups – trees, shrubs
- Identify simple patterns (or associations)
- Identify animals and plants by some specific criteria, e.g. lay eggs or not; have feathers or not, herbivores, carnivores, omnivores etc
- Classify things that are dead, alive or have never been alive



- Look at the similarities of materials
- Identify the properties of materials
- Identify materials inside and outside
- Choose appropriate materials to design a space pod
- Identify changes in the seasons
- Identify appropriate clothes for the seasons
- Identify parts of the human body
- Identify which sense is related to which body part
- Describe the differences between animal and human babies
- Identify parts of a plant
- Identify plants that would grow in different climates
- Identify differences and similarities of habitats
- Identify the relationship between animals via food chains
- Identify patterns and look for relationships where variables are difficult to control

- Ask questions about ice
- Ask questions about materials
- Ask questions about the seasons
- Recognising that our questions about ice can be answered in different ways
- Compare the UK with the Arctic and ask questions about similarities and differences
- Ask and answer questions about habitats
- How does a polar bear survive the cold?
- Ask questions about what animals need to stay healthy
- Apply prior scientific knowledge to find answers to problems

- Talk about what they see, touch, smell, hear or taste
- Use simple equipment to help them make observations
- Use what they see, touch, smell, hear or taste to help them answer questions
- Use some scientific words to describe what they have seen and measured
- Compare several things
- Observe growth
- Observe changes in caterpillars, chicks and tadpoles
- Observe changes in the seasons
- Observe the structure of common animals
- Observe growth of plants
- Observe changes that occur over a period of time ranging from minutes to months

- Predict changes in growth
- Predict the strength of materials
- Predict how lack of light affects plant growth
- Predict the strength and absorbency of materials from our 'Mars Rover'
- Predict how long an ice cube takes to melt in different conditions
- Use secondary sources of information to answer scientific questions