



Brookfield Infant School

Science Curriculum Ladder

EYFS - KS1



Foundation Stage	Step 1 (Emerging)	Step 2 (Expected)	Step 3 (Exceeded)	End of Year Expectations
Understanding the World	Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.	They talk about the features of their own immediate environment and how environments might vary from one another.	Children know that the environment and living things are influenced by human activity.	They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Children know about similarities and differences in relation to places, objects, materials and living things.
	Comments and asks questions about aspects of their familiar world such as the places where they live or the natural world. Can talk about some of the things they have observed such as plants, animals,	They make observations of animals and plants and explain why some things occur, and talk about changes.	Children can describe some actions which people in their community do that help to maintain the area that they live in.	



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	natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment.			
	Looks closely at similarities, differences, patterns and change.	Children know about similarities and differences in relation to places, objects, materials and living things.	Children know the properties of some materials and can suggest some of the purposes that they are used for.	



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			Children are familiar with basic scientific concepts such as floating, sinking, experimentation.	
SC1	Scientific Enquiry	Pupils describe or respond appropriately to simple features of objects, living things and events they observe, communicating their findings in simple ways (for example, talking about their work, through drawings, simple charts).		
SC2	Life Processes and Living Things	Pupils recognise and name external parts of the body (for example, head, arm) and of plants (leaf, flower). They communicate observations of a range of animals and plants in terms of features (for example, colour of coat, size of leaf). They recognise and identify a range of common animals (for example, fly, goldfish, robin).		
SC3	Materials and their Properties	Pupils know about a range of properties (for example, texture, appearance) and communicate observations of materials in terms of these properties.		
SC4	Physical Processes	Pupils communicate observations of changes in light, sound or movement that results from actions (for example, switching on a simple electrical circuit, pushing and pulling objects). They recognise that sound and light come from a variety of sources and name some of these.		



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Year 1	Expected for year 1	End of Year Expectations
Seasonal Changes	Observe changes across the four seasons.	To be able to observe and describe weather associated with the seasons and how day length varies. To be able to observe changes across the four seasons. To be able to ask simple questions and recognise that they can be answered in different ways. To be able to identify objects. To be able to perform simple tests. To be able to observe closely, using simple equipment. To be able to gather and record data to help answer a question.
	Observe and describe weather associated with the seasons and how day length varies.	
Everyday Materials	Distinguish between an object and the material from which it is made.	To be able to distinguish between an objects and the material from which it is made. To be able to identify and name a variety of everyday materials, including woods, plastic, glass, metal, water and rock.
	Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.	
	Describe the simple physical properties of a	



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	variety of everyday materials.	To be able to describe the simple physical properties of a variety of everyday materials. To be able to compare and group together a variety of everyday materials on the basis of their physical properties. To be able to identify and classify. To be able to observe carefully, using simple equipment. To be able to ask simple questions and recognise that they can be answered in different ways. To be able to perform simple tests. To be able to record simple data in order to answer a question. To be able to make simple measurements with equipment (non-statutory).
	Compare and group together a variety of everyday materials on the basis of their physical properties.	
Plants	Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen.	To be able to identify and describe the basic structure of a variety of common plants, including roots, stem/trunks, leaves and flowers.



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	Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.	To be able to identify and name a variety of common plants. To be able to classify trees as deciduous and evergreen. To be able to observe closely. To be able to ask simple questions and recognise that they can be answered in different ways. To be able to observe carefully using simple equipment. To be able to use parts of the plant to identify and classify it. To be able to use simple features of a plant to sort and group them (non-statutory). To be able to ask simple questions and recognise the ways in which they can be answered.
Animals including Humans	Identify and name a variety of common animals that are birds, fish, amphibians and mammals.	To be able to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. To be able to identify and name a variety of common
	Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	



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	Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).	animal that are carnivores, herbivores and omnivores. To be able to describe and compare the structure of a variety of common animals.
	Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense.	To be able to identify, name, draw and label the basic parts of the human body. To know which part of the body is associated with each sense. To be able to record data in a table. To be able to observe closely, using simple equipment. To be able to record data in simple ways (Venn diagram). To be able to record data in simple ways (Chart). To be able to sort and group animals with some help (non statutory).



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Year 2	Expected for year 2	End of Year/ Key Stage Expectations
All Living Things and Their Habitats	Explore and compare the differences between things that are living, dead, and things that have never been alive.	To be able to explore and compare the differences between things that are living, dead and things that have never been alive.
	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.	To be able to 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.
	Identify and name a variety of plants and animals in their habitats, including micro-habitats.	To be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	To be able to identify and name a variety of plants and animals in their habitats, including micro-habitats. To be able to ask simple questions and recognise that they can be answered in different ways. To be able to observe closely. To be able to gather and record data to help answer a



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		question. To be able to record data in a tally chart. To be able to record data in a bar chart. To be able to use observations to suggest answers to questions. To be able to observe using a microscope/ hand lens.
Uses of Everyday Materials	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	To be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To be able to ask simple questions and recognise that they can be answered in different ways. To be able to use their observations and ideas to suggest answers to questions. To be able to gather and record data to help in answering



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		questions. To be able to perform simple tests. To be able to gather and record data to help in answering questions. To be able to use simple measurements to gather data. To be able to use simple secondary sources to find answers (non-statutory). To be able to talk about what they have found out and how they found it (non-statutory). To be able to, with help, notice relationships (non-statutory).
Animals Including Humans	Notice that animals, including humans, have offspring which grow into adults.	To know that animals, including humans, have offspring that grow into adults.
	Find out about and describe the basic needs of animals, including humans for survival (water, food and air).	To know that human offspring grow into adults.
	Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene.	To be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air).



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		To know the importance for humans of eating the right amount of different types of food. To know the importance for humans of exercise. To know the importance to humans of hygiene. To be able to use observations to suggest answers to questions. To be able to record data (flow diagram). To be able to observe using simple equipment. To be able to record data (table). To be able to perform a simple test. To be able to record data (tally chart).
Plants	Observe and describe how seeds and bulbs grow into mature plants	To be able to observe how bulbs grow into mature plants.



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	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	To be able to observe and describe how seeds grow into mature plants. To be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. To be able to perform a simple test. To be able to recognise that questions can be answered in a range of ways. To be able to observe closely using simple equipment. To be able to sort objects using observable features (non-statutory). To be able to gather and record data to help in answering a question. To use their observations and ideas to suggest answers to questions.
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