SLS Science Planning & Assessment Board

Knowledge & Understanding		Working Scientifically		
Explaining Science	**Classification**	**Designing Experiments**	**Data, Tables & Graphs**	**Making Conclusions**

EYFS ------> KS1 ------> Secure | LKS2 ------> Secure | UKS2 ------> Secure ------>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Explaining Science	I remember simple science facts within an activity	I remember simple science facts within a topic	I remember a range of **science facts** within a topic	I am using pre-learning to build connected knowledge	I **connect** knowledge within a topic & from **pre-learning**	I connect knowledge between topics & from pre-learning	I **connect** knowledge across science & the **wider curriculum**	I connect knowledge fluently across science & curriculum
	I use science words during an activity	I use & remember relevant science words during activity	I use & **remember** science words over time (short term)	I remember science words I have used before (longer term)	I **remember & use** science words correctly (apply)	I begin to use complex science words correctly	I use **complex** science words correctly (**fluency**)	I use complex science words accurately & fluently
	I describe what is happening using words & actions	I describe what is happening using science with help	I use **science** to describe & **recall** what I have seen	I begin to use science models to describe (sequence)	I use **science models** to **describe** (what, where)	I use science models to describe & begin to explain (why, how)	I use **science models** to describe & **explain** (why, how, logical)	I begin to apply science models to explain new events
	I match appropriate pictures & words to label diagrams	I add science word labels to diagrams	I **add science labels** & information (help) to diagrams	I add science labels & information to diagrams	I **annotate** diagrams to help describe & explain	I begin to create & annotate my own 2D/3D diagrams	I create & annotate my **own** 2D/3D **diagrams**	I create & annotate my own complex 2D/3D diagrams
	I begin to use science facts to explain my answer	I select science facts to use in an answer	I **select** relevant science facts to use in an answer	I link relevant facts together in an answer	I **'cluster'** related facts together into points (recalled)	I select & prioritise facts to create an argument/answer	I present a **clear & logical** argument / answer	I present an extended & logical argument / answer
Classification	I sort using pictures or instructions	I sort using simple yes/no statements	I **use** simple spider keys with **obvious differences**	I use large sider keys with obvious differences	I **use** a range of spider keys with **fine differences**	I construct spider & use number keys	I **construct** both spider & number keys	I construct both spider & number keys (complex)
	I group by familiar features (size, colour, shape, etc)	I group by difference or similarity	I **group** by difference, similarity or change	I create groups for sorting (create criteria)	I **create** appropriate groups for sorting (create criteria)	I group & sub-group by easily observation (create criteria)	I group & **sub-group** by fine observation (create criteria)	I group & re-group using combinations of criteria
	I use my senses to identify properties of materials	I link properties of materials to an application (help)	I **link properties** of materials to an application	I combine properties required for an application (help)	I **describe combined properties** required for an application	I explain how properties suit an application	I **explain the science** behind a range of properties	I describe how material properties can change

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Explaining Science   **Classification**