** Progression in identification and classification**

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| **Early Years Foundation Stage** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| -use **all** senses to match and sort things as appropriate  -match things that are the same  -sort and group a collection of things with differing observable features in their own way/s  -find things that are similar and describe the similarities (and spot any differences)  -Identify things that are different and describe the differences (and spot any similarities)  -talk about their choices | - **identifying and classifying**  -compare observable and behavioural features of living things, materials and objects  -sort and group in own way using both observable and behavioural features even when differences are slight  -answer simple yes/no questions about a mystery object they have chosen  -sort into two groups in which one group has a feature and the other doesn’t  -once they have decided sorting criteria explain where further additional items could be placed  -use simple Venn diagrams to help sort things and record the groupings | - **gathering, recording, classifying and presenting data in a variety of ways to help in answering questions**    -use Carroll and Venn diagrams to help sort things and record the groupings, sometimes re-sorting using different criteria  -make simple branching data bases/ classification keys to for a few (3-6) things with easily observable differences and that I can name  -use simple classification keys/ branching data bases to identify unknown items that have easily observable differences in their features  -carry out simple tests and sort and group based on the evidence of the results found. | **-recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.**  -be aware of the term kingdom and know that most scientists classify things into five kingdoms.  -through direct observations where possible classify animals into vertebrates and invertebrates.  -make keys and branching databases with 4 or more items  -evaluate how well keys and databases work and make changes to improve them  -explain why it is important to classify and why it is useful to scientists  - plan what to test, how to test and collect evidence in order to classify |
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