



The Brook Science Policy

Science is valuable because it meshes with all our lives and allows us to channel and use our spontaneous curiosity. Professor Susan Greenfield

Aims: Science can be broadly described as the exploration and investigation of the world around us. Much of what our pupils do or experience makes use of scientific principles. Our aim is to provide the context for focussed exploration and investigation of living things, materials, objects and events, leading to a generalised understanding of the world and an enrichment of our students' lives.

Approaches to Teaching

Science is taught for one session a week in all classes. In the Foundation Stage Curriculum this is as part of *Knowledge and Understanding of the World*.

The Brook's Science curriculum consists of a range of schemes of work (S.O.W.) on a pre-defined cycle (see App.1) based on the National Curriculum. In consequence this cycle includes coverage of *Materials and Their Properties*, *Life Processes and Living Things* and *Physical Processes*. The fourth National Curriculum area, *Scientific Enquiry* permeates all of these areas. This coverage aims to ensure that for many pupils they can use experience, knowledge, skills and understanding in increasingly sophisticated ways, while a breath of study is achieved for all.

A minority of our pupils will be operating within the National Curriculum levels, it is essential that such children are sufficiently challenged by our teaching and, as with all of our pupils, achieve their potential. Teachers will consult the appropriate documentation, either the copies which are kept in school or online at :

<http://www.education.gov.uk/schools/teachingandlearning/curriculum/primary/b00199179/science>

Class teachers adapt these schemes to meet the needs of individual pupils. Teachers set individual termly targets for each pupil that are generally within the P Scales or National Curriculum levels as appropriate. Each of the schemes of work seeks to address the diverse range of ability within a teacher's group of students and to allow teachers to differentiate the lesson content accordingly. These targets are monitored by the phase leaders. Evaluated and new targets are then sent home at the beginning of each term. Assessment of the achievements takes account of their full range of scientific experiences including those beyond lessons designated as science.

All Science lessons conform to the school policy on health and safety with particular attention to risks during practical work and the teaching of good hygiene practice. Pupils are encouraged to have respect for living organisms and the natural environment, including good principles of environmental care.

Links with other curriculum areas are established, when appropriate. In particular, opportunities exist to use ICT in Science lessons in both the presentation of data and results



and in investigating and recording. Pupils use both analogue and digital measuring devices. ICT is also used for enquiry work, including use of digital cameras and video capture of images and activities.

Resources

Digital Science resources are stored on the school's network staff drive. These include IWB resources and recommended science websites. A growing amount of practical equipment and materials are stored centrally and classes are obtaining more and more class resources.

Equal Opportunities

All students have a right to access the National Curriculum. Each teacher will ensure that the learning context that they provide offers a broad and stimulating environment that reflects the ethnic and cultural diversity of the school population and society at large. In Science this will entail endeavouring to use resources, including images, from a wide range of countries and cultures.

Learning activities, experiences and resources will be monitored to ensure equality of opportunity.



Appendix I

Life processes and living things

1. Life processes (Keeping healthy)
2. Humans as organisms (All about me/ The senses)
3. Green plants as organisms
4. Variation and classification
5. Living things in their environment

Materials and their properties

1. Grouping and classifying materials (Cause and effect/ Recycling)
2. Changing materials (Changing liquids)
3. Separating mixtures of materials

Physical Processes

1. Electricity
2. Forces and Motion (Air and flight/ Water)
3. Light and sound
4. The Earth and beyond



Appendix 2

P Scales Explained

These performance descriptions outline early learning and attainment before NC level 1 in eight levels, from P1 to P8.

The performance descriptions are used by teachers in the same way as the National Curriculum level descriptions. These help teachers to assess the pupil's performance and attainment in Science.

Performance descriptions across subjects

The performance descriptions for P1 to P3 are common across all subjects. They outline the types and range of general performance that some pupils with learning difficulties might characteristically demonstrate. Subject-focused examples are included to illustrate some of the ways in which staff might identify attainment in different subject contexts.

P1 (i) Pupils encounter activities and experiences. They may be passive or resistant. They may show simple reflex responses, *for example, startling at sudden noises or movements*. Any participation is fully prompted.

P1 (ii) Pupils show emerging awareness of activities and experiences. They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects, *for example, looking towards flashes of light or turning towards loud sounds*. They may give intermittent reactions, *for example, sometimes withdrawing their hands from changes in temperature*.

P2 (i) Pupils begin to respond consistently to familiar people, events and objects. They react to new activities and experiences, *for example, discarding objects with unfamiliar textures*. They begin to show interest in people, events and objects, *for example, leaning forward to follow the scent of a crushed herb*. They accept and engage in coactive exploration, *for example, feeling materials in hand-over-hand partnerships with a member of staff*.

P2 (ii) Pupils begin to be proactive in their interactions. They communicate consistent preferences and affective responses, *for example, showing a consistent dislike for certain flavours or textures*.

They recognise familiar people, events and objects, *for example, moving towards particular features of familiar environments*. They perform actions, often by trial and improvement, and they remember learned responses over short periods of time, *for example, rejecting food items after recent experience of bitter flavours*. They cooperate with shared exploration and supported participation, *for example, examining materials handed to them*.

P3 (i) Pupils begin to communicate intentionally. They seek attention through eye contact, gesture or action. They request events or activities, *for example, reaching out towards a sound making object*. They participate in shared activities with less support. They sustain concentration for short periods. They explore materials in increasingly complex ways, *for example, pressing hard objects into soft textures*. They observe the results of their own actions with interest, *for example, scrunching up paper and examining the product*. They remember learned responses over more extended periods, *for example, reaching out to touch a live animal with caution and sensitivity*.

P3 (ii) Pupils use emerging conventional communication. They greet known people and may initiate interactions and activities, *for example, switching on a favourite piece of equipment in the light and sound room*. They can remember learned responses over increasing periods of time and



may anticipate known events, *for example, balls falling and bouncing on the floor*. They may respond to options and choices with actions or gestures, *for example, touching one substance rather than another*. They actively explore objects and events for more extended periods, *for example, feeling the textures of different parts of a plant*. They apply potential solutions systematically to problems, *for example, tipping a container in order to pour out its contents*.

Performance descriptions in Science

From level P4 to P8, many believe it is possible to describe pupils' performance in a way that indicates the emergence of skills, knowledge and understanding in Science. The descriptions provide an example of how this can be done.

P4 Pupils explore objects and materials provided, changing some materials by physical means and observing the outcomes, *for example, when mixing flour and water*. They know that certain actions produce predictable results, *for example, that sponges can be squeezed*. They communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts, *for example, clapping or stamping*. They make sounds using their own bodies, *for example, tapping, singing or vocalising*, and imitate or copy sounds. They cause movement by a pushing or pulling action. They show interest in a wide range of living things, handling and observing them, *for example, collecting items on a visit to a farm, or on a walk in the woods*.

P5 Pupils anticipate and join in activities focused on enquiry into specific environments, *for example, finding the hamster under the straw, or the worms in a wormery*. They group objects and materials in terms of simple features or properties, *for example, temperature or colour*. They can indicate the before and after of material changes. They engage in experimentation with a range of equipment in familiar and relevant situations, *for example, initiating the activation of a range of light sources*. They answer simple scientific questions, *for example, 'Where is the flower?' 'Is it hot/cold?'*.

P6 Pupils explore objects and materials provided in an appropriate way. They recognise features of objects, *for example, the features of living things in their environment*, knowing where they belong, *for example, eyes on a face, leaves on a tree*. They begin to make generalisations, connections and predictions from regular experience, *for example, expecting that ice cream will melt*, or by predicting that wheeled objects move faster when pushed harder. They consistently sort materials according to given criteria when the contrast is obvious. They closely observe the changes that occur, *for example, when materials are heated, cooled or mixed*. They identify some appliances that use electricity. They can recall sources of sound and light, *for example, remembering their location*.

P7 Pupils actively join in scientific investigations. They understand some simple, scientific vocabulary and can communicate related ideas and observations using simple phrases, *for example, indicate which food to give which animal*. They sort materials reliably with given criteria, *for example, hard or soft*. They observe some of the simple properties of light, sound and movement, *for example, shadows, volume or speed*. They begin to record their findings, *for example, pictorially*. They begin to make suggestions for planning and evaluating their work.

P8 Pupils explore and observe similarities, differences, patterns and changes in features of objects, living things and events. They begin to make their own contributions to planning and evaluation and to recording their findings in different ways. They identify a range of common materials and know about some of their properties. They sort materials using simple criteria



and communicate their observations of materials in terms of these properties. They make their own observations of changes in light, sound or movement that result from actions, *for example, pressing a switch*. They can describe the changes when questioned directly.



Appendix 3

Brook School

P Level Exemplifications

Science

Life and Living Processes

P4 - P8



Name -----

P4 Science - Life & Living Processes

Pupils explore objects and materials provided, changing some materials by physical means and observing outcomes e.g. when mixing flour and water. Pupils communicate their awareness of changes in light, sound or movement. **They imitate actions involving main body parts e.g. clapping or stamping. They make sounds using their own bodies e.g. tapping, singing or vocalising, and imitate or copy sounds.** They cause movement by a pushing or pulling action. **'Explore' includes access through any sensory mode. Teachers should ensure they are assessing intended, not accidental actions**

- responds to music by movement or vocalisation
- imitates actions involving main body parts e.g. clapping, stamping
- makes sounds using their own bodies e.g. tapping, vocalising
- imitates/ copies sounds
- recognises own mirror image
- names/signs/identifies a photo of family member
- names/signs/indicates 2 major body parts
- draw attention to changes in sound or movement
- show interest in a wide range of living things, handling and observing them
(e.g. on a visit to a farm or on a walk in the woods collecting items)



Name

P5 Science - Life & Living Processes

Pupils take part in activities focussed on the anticipation of and enquiry into specific environments, e.g. 'finding' an animal, or a particular CD or video in a pile. **They match objects and materials in terms of single features or properties e.g. temperature or colour.** They indicate the before and after of material changes. They try out a range of equipment in familiar and relevant situations, e.g. initiating the activation of a range of light sources. **They respond to simple scientific questions e.g. 'show me the flower', 'is it wet/dry?' 'Showing', 'demonstrating', 'trying out', 'responding' etc may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task.**

- matches objects/materials by colour
- matches objects/materials by shape
- matches objects/materials by range of single features or properties e.g. temperature
- waters a plant when given a watering can
- names/signs/indicates common animals
- names/signs/indicates flower, tree, grass
- names/signs/indicates major body parts - leg, foot, arm, hand, head,
- matches pictures of animals
- indicates an animal/tree/flower/leaf etc.
- indicates wet/dry



Name

P6 Science - Life & Living Processes

Pupils recognise distinctive features of objects e.g. the features of living things in their environment, and know where they belong, for example feathers on a bird, leaves on a tree. They begin to make generalisations, connections and predictions from regular experience, for example expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope. Pupils sort materials according to a single criterion when the contrast is obvious. They closely observe the changes that occur, for example when materials are heated, cooled or mixed. Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example remembering their location.

- names/signs/indicates some facial features e.g. mouth, eyes, nose, ears, teeth, hair
- correctly places 5 facial features in an outline
- identifies key words for different body parts e.g. ankle, chin, back
- identifies baby, boy, girl, man, woman
- matches parts of plant onto a template - leaf, flower, roots
- identifies 3 fruits
- identifies 3 vegetables
- knows where distinctive features of living things belong e.g. feathers on bird, leaves on tree
- observes changes that occur when growing seeds and sequences 3 pictures e.g. seed, small shoot, plant with leaves
- matches sounds to common animals



Name

P7 Science - Life & Living Processes

Pupils understand the scientific use of some simple vocabulary such as **before, after, bumpy, grow, eat, move** and can communicate related ideas and observations using simple phrases e.g. **which food to give which animal**. Pupils can demonstrate simple properties of light, sound and movement e.g. **bright, noisy/quiet, fast/slow**. They make simple records of their findings e.g. by putting pictures of an activity in sequence. They begin to make suggestions for planning and evaluating their work e.g. responding to the question 'was that right or wrong?' ' **Showing**', 'demonstrating', 'trying out', 'responding', etc may be done by any means appropriate to the pupils preferred communication and physical abilities. For some pupils this may mean directing an adult undertaking the task

- identifies 8 facial features
- identifies leaf, flower, roots of plant
- sorts pictures of animals and plants into their environments e.g. fish in water, plants in soil garden etc
- identifies which food to give to which animal
- identify edible things from selection of living things e.g. apple, pansy, worm
- sorts food into 'healthy' 'less healthy'
- describes a plant/animal giving 3 attributes
- uses magnifying glass to identify 1 observable feature of plant, minibeast
- sorts pictures into plants and animals
- link picture of young animal with its parent



Name

P8 Science - Life & Living Processes

Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly, day/night. They make some contribution to planning and evaluation and to recording their findings. They identify a range of common materials and know about some of their properties. They sort materials using simple criteria and communicate their observations of materials in terms of these properties. Pupils make their own observations of changes in light, sound or movement that result from actions, for example using a volume control or a dimmer switch and can describe the changes when questioned directly

- identify 2 **similarities** between 2 flowers/leaves...
2 minibeasts.....-if needs be using a magnifying glass or similar
- identify 2 **differences** between 2 flowers/leaves...
2 minibeasts..... if needs be using a magnifying glass or similar
- describes the pattern found on 3 different plants/animals e.g. spots on a ladybird, petals on a flower

sequences 5 pictures showing stages of the life cycle of:

- an animal
- a plant
- a human

- know that some things are bad for you e.g. smoking
- matches picture of self to picture of self when younger
- knows that plants need water and light to grow
- describes changes in features of objects e.g. chrysalis/butterfly
- describes patterns in events e.g. day/night
- makes comparisons e.g. 'this one is the heaviest'
- sort materials and simply describe their properties



Brook School

P Level Exemplifications

Science

Materials and Their Properties

P4 - P8



Thanks to Glyne Gap

Name -----

P4 Science - Materials and their Properties

Pupils explore objects and materials provided, changing some materials by physical means and observing outcomes e.g. when mixing flour and water. Pupils communicate their awareness of changes in light, sound or movement. They imitate actions involving main body parts e.g. clapping or stamping. They make sounds using their own bodies e.g. tapping, singing or vocalising, and imitate or copy sounds. They cause movement by a pushing or pulling action. **'Explore' includes access through any sensory mode. Teachers should ensure they are assessing intended, not accidental actions**

- intentionally mix 2 given substances together with hands or tools e.g. sand & water/flour & water and observe outcomes
- intentionally squash/squeeze/roll play dough and change shape
- intentionally squeeze sponge to get water
- watches/observes outcomes of materials mixing e.g. dye put into water
- mops up spilt liquids with a given cloth
- turns on simple appliances e.g. CD player, hair dryer - (this can be through use of switches)
- matches colours

Some pupils will need to assistance to explore objects and materials. To achieve the target teachers should ensure that the pupil shows consistent, intentional reactions to the experience e.g. focussed looking, facial expressions



Name

P5 Science - Materials and their Properties

Pupils take part in activities focussed on the anticipation of and enquiry into specific environments, e.g. finding or locating an animal, or a particular CD or video in a pile. **They match objects and materials in terms of single features or properties e.g. temperature or colour. They indicate the before and after of material changes.** They try out a range of equipment in familiar and relevant situations, e.g. initiating the activation of a range of light sources. They respond to simple scientific questions e.g. 'show me the flower', 'is it wet/dry?' **'Showing', 'demonstrating', 'trying out', 'responding' etc may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task.**

- matches objects and materials e.g. wood, stones, fur
 - matches objects/materials by colour
 - matches objects/materials by shape
 - matches objects/materials by range of single features or properties
e.g. temperature - hot and cold
 - names/signs/indicates 'hot' and 'cold'
 - indicates the before and after of material changes e.g. ice to water, bread to toast, wet and dry
 - explores materials using range of techniques e.g. tearing, pulling, moulding
- Grouping?
- respond to simple scientific questions e.g. 'is it wet?'



Name

P6 Science - Materials and their Properties

Pupils recognise distinctive features of objects e.g. the features of living things in their environment, and know where they belong, for example feathers on a bird, leaves on a tree. **They begin to make generalisations, connections and predictions from regular experience, for example expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope.** Pupils sort materials according to a single criterion when the contrast is obvious. **They closely observe the changes that occur, for example when materials are heated, cooled or mixed.** Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example remembering their location.

- sorts materials according to single criteria when the contrast is obvious e.g size - big and small stones; texture - fur and paper
- observe changes that occur when materials are heated and match original material to its changed state e.g. raw egg/boiled egg
- observe changes that occur when materials are cooled and match original material to its changed state e.g. water /ice
- observe changes that occur when materials are mixed and match original material to its changed state e.g. paint colours
- names/signs/indicates 5 common materials
- can select from a group of photos/pictures items which keep objects cold
- can select from a group of photos/pictures items which keep objects hot
- begin to make generalisations and predictions from experience, for example that ice cream will melt, or wheeled objects move faster by pushing on a smooth surface or down a slope.



Name

P7 Science - Materials and their Properties

Pupils understand the scientific use of some simple vocabulary such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases e.g. which food to give **to** which animal. **Pupils can demonstrate simple properties of light, sound and movement e.g. bright, noisy/quiet, fast/slow. They make simple records of their findings e.g. by putting pictures of an activity in sequence.** They begin to make suggestions for planning and evaluating their work e.g. responding to the question 'was that right or wrong?' **'Showing', 'demonstrating', 'trying out', 'responding', etc may be done by any means appropriate to the pupils preferred communication and physical abilities. For some pupils this may mean directing an adult undertaking the task**

- sorts 2 materials according to given criteria e.g. hard/soft, waterproof/not waterproof
- sorts 4 materials according to given criteria e.g. plastic, wood, glass, metal
- describes a given material naming/signing/indicating 1 property
- can identify an object from a selection of 5 described by a property e.g. 'find me something hard' or made of paper etc
- records results using picture/photos in columns e.g. materials that float /sink
- use of some simple vocabulary such as before, after, bumpy, grow.



Name

P8 Science - Materials and their Properties

Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly, day/night. They make some contribution to planning and evaluation and to recording their findings. **They identify a range of common materials and know about some of their properties. They sort materials using simple criteria and communicate their observations of materials in terms of these properties.** Pupils make their own observations of changes in light, sound or movement that result from actions, for example using a volume control or a dimmer switch and can describe the changes when questioned directly

- identify/name/sign a range of 10 common materials e.g. stone, glass, wood, paper, water
- identify/name/sign a range of 10 common materials and name one of their properties e.g. stone - hard, heavy
- sorts 2 materials using own criteria
- sorts 4 materials using own criteria
- gives explanation for chosen criteria
- describes a given material naming 2 properties
- identifies/names/signs range of objects made from wood
- identifies/names/signs range of objects made from plastic
- identifies/names/signs range of objects made from metal
- sorts materials into magnetic and non magnetic
- make own observations of changes in light, sound or movement that result from using a control or a switch and can describe the changes when asked



Brook School

P Level Exemplifications

Science

Physical Processes

P4 - P8

Thanks to Glyne Gap



Name -----

P4 Science - Physical Processes

Pupils explore objects and materials provided, changing some materials by physical means and observing outcomes e.g. when mixing flour and water. **Pupils communicate their awareness of changes in light, sound or movement.** They imitate actions involving main body parts e.g. clapping or stamping. They make sounds using their own bodies e.g. tapping, singing or vocalising, and imitate or copy sounds. **They cause movement by a pushing or pulling action.** 'Explore' includes access through any sensory mode. **Teachers should ensure they are assessing intended, not accidental actions**

- intentionally activate light and sound equipment/toys/multi sensory equipment
- intentionally makes an object move by pushing it - in a range of contexts
- intentionally makes an object move by pulling it - in a range of contexts
- communicates awareness of changes in light by vocalising, eye pointing, facial expressions, gestures etc
- communicates awareness of changes in sound by vocalising, eye pointing, facial expressions, gestures etc
- communicates awareness of changes in movement by vocalising, eye pointing, facial expressions, gestures etc
- demonstrates understanding of simple cause and effect e.g. rolling ball at skittles
- make sounds using their own bodies e.g. tapping, singing or vocalising, and imitate or copy sounds.

Some pupils will need to assistance to explore objects and materials. To achieve the target teachers should ensure that the pupil shows consistent, intentional reactions to the experience e.g. focussed looking, facial expressions



Name

P5 Science - Physical Processes

Pupils take part in activities focussed on the anticipation of and enquiry into specific environments, e.g. e.g. 'finding' an animal, or a particular CD or video in a pile. They match objects and materials in terms of single features or properties e.g. temperature or colour. They indicate the before and after of material changes. **They try out a range of equipment in familiar and relevant situations, e.g. initiating the activation of a range of light sources.** They respond to simple scientific questions e.g. 'show me the flower', 'is it wet/dry?' **'Showing', 'demonstrating', 'trying out', 'responding' etc may be done by any means appropriate to the pupil's preferred mode of communication and physical abilities. For some pupils this may mean directing an adult undertaking the task.**

- activates a range of light sources by turning on and off on request
- activates a range of sound sources by turning on and off on request
- knows whether to push or pull an object to make it move - selection of 5 objects e.g. ball, car, pushchair, toy on string
- matches silhouettes to objects - choice of 3
- identifies light and dark
- knows how to make object move faster or slower e.g. by pulling string toy slowly/quickly
- 'show' wet/dry things



Name

P6 Science - Physical Processes

Pupils recognise distinctive features of objects e.g. the features of living things in their environment, and know where they belong, for example feathers on a bird, leaves on a tree. They begin to make generalisations, connections and predictions from regular experience, for example expecting that ice cream will melt, or making wheeled objects move faster by pushing on a smooth surface or releasing them down a slope. Pupils sort materials according to a single criterion when the contrast is obvious. They closely observe the changes that occur, for example when materials are heated, cooled or mixed. **Pupils identify some appliances that use electricity. They show they know some sources of sound and light, for example remembering their location.**

- identifies 3 familiar appliances that use electricity and need to be plugged in
- identifies 2 sources of light e.g. torch, candle, classroom light
- identifies 2 sources of sound e.g. CD player, radio, musical instrument
- knows that batteries are needed to make some equipment work
- participates in inserting batteries into equipment
- locates hidden sounds
- demonstrate expectations e.g. that ice cream will melt, cars will run better on a smooth surface.



Name

P7 Science - Physical Processes

Pupils understand the scientific use of some simple vocabulary such as before, after, bumpy, grow, eat, move and can communicate related ideas and observations using simple phrases e.g. which food to give which animal. **Pupils can demonstrate simple properties of light, sound and movement e.g. bright, noisy/quiet, fast/slow. They make simple records of their findings e.g. by putting pictures of an activity in sequence.** They begin to make suggestions for planning and evaluating their work e.g. responding to the question 'was that right or wrong?' 'Showing', 'demonstrating', 'trying out', 'responding', etc may be done by any means appropriate to the pupils preferred communication and physical abilities. For some pupils this may mean directing an adult undertaking the task

- purposefully makes shadows using parts of body
- identifies (from selection) 2 materials that let light through
- identifies (from selection) 2 materials that do not let light through
- creates a sound using a given object at 2 volumes
- describes/indicates the volume of a variety of sounds e.g. loud, quiet
- moves a given object at 2 speeds
- identifies which objects when raced went fast/slow
- make simple records of their findings e.g. by putting pictures of an activity in sequence.



Name

P8 Science – Physical Processes

Pupils show they have observed patterns or regular changes in features of objects, living things and events, for example, chrysalis/butterfly, day/night. They make some contribution to planning and evaluation and to recording their findings. They identify a range of common materials and know about some of their properties. They sort materials using simple criteria and communicate their observations of materials in terms of these properties. **Pupils make their own observations of changes in light, sound or movement that result from actions, for example using a volume control or a dimmer switch and can describe the changes when questioned directly.**

- Uses a light control and describes/indicates changes in light in response to simple questions e.g. it got lighter/darker/
- Uses a volume control and describes/indicates changes in sound/volume when questioned
- describes changes in movement when questioned
- identifies 2 objects that move at different speeds e.g. car/bike
- identifies key objects that represent day and night
- sorts objects by magnetic/not magnetic
- identify a range of common materials describe (in own way) their properties.