

Progression in identification and classification

Early Years Foundation Stage	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<ul style="list-style-type: none"> -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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> -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