

Key Stage One Working Scientifically Overview

Asking Questions and Carrying Out Fair and Comparative Tests

Asking simple questions and recognising that they can be answered in different ways.

Performing simple tests.

Children can:

- a explore the world around them, leading them to ask some simple scientific questions about how and why things happen;
- b begin to recognise ways in which they might answer scientific questions;
- c ask people questions and use simple secondary sources to find answers;
- d carry out simple practical tests, using simple equipment;
- e experience different types of scientific enquiries, including practical activities;
- f talk about the aim of scientific tests they are working on.

Observing and Measuring Changes

Observing closely, using simple equipment.

Children can:

- a observe the natural and humanly constructed world around them;
- b observe changes over time;
- c use simple measurements and equipment;
- d make careful observations, sometimes using equipment to help them observe carefully.

Identifying, Classifying, Recording and Presenting Data

Identifying and classifying.

Gathering and recording data to help in answering questions.

Children can:

- a use simple features to compare objects, materials and living things;
- b decide how to sort and classify objects into simple groups with some help;
- c record and communicate findings in a range of ways with support;
- d sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables

Drawing Conclusions, Noticing Patterns and Presenting Findings

Using their observations and ideas to suggest answers to questions.

Children can:

- a notice links between cause and effect with support;
- b begin to notice patterns and relationships with support;
- c begin to draw simple conclusions;
- d identify and discuss differences between their results;
- e use simple and scientific language;
- f read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1;
- g talk about their findings to a variety of audiences in a variety of ways.