

Working Scientifically

YR

Asking simple questions:

- Understand 'why' questions, like:
"Why do you think the caterpillar got so fat?"
- Talk about what they see, using a wide vocabulary

Using simple equipment and performing simple tests:

- Use a variety of tools
- Explore how things work

Working Scientifically

Y1

Observing

- Keeping records of how plants have changed over time, for example, the leaves falling off trees and buds opening.
- Using observations to compare and contrast animals first hand or through videos and photographs.
- Compare and contrast what they have found out about different plants.

Using simple equipment and performing simple tests

- Using magnifying glasses and comparing and contrasting familiar plants.
- Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains?'

Identifying and classifying

- Describing how they were able to identify and group them, drawing diagrams showing the parts of different plants including trees.
- Grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Gathering and recording data

- Making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Science Skills Progression Reception & KS1

Science teaches us about the natural world through observing and experimenting.

Y2

Working Scientifically

Asking simple questions

- Describing how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talking about ways of answering their questions.

Observing

- Describing the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and finding out how the conditions affect the number and type(s) of plants and animals that live there.
- Observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth.

Using simple equipment and performing simple tests

- Setting up a comparative test to show that plants need light and water to stay healthy.

Identifying and classifying

- Sorting and classifying things according to whether they are living, dead or were never alive.

Gathering and recording data

- Recording their findings using charts.
- Constructing a simple food chain that includes humans (e.g., grass, cow, human).