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| **Science - Skills Progression (Working Scientifically) KS1** |
| Working Scientifically | Reception | Year 1 | Year 2 |
| **Planning**  | Asking questions | Asks questions about aspects of their familiar world | Recognise the difference between a statement and a question.Begin to shape questions using different question stems. | With support, suggest own questions that they might investigate. |
| Planning detail | Generate a variety of ideas for testing (not always appropriate/ realistic) | Decides which questions can be answered practically and which cannot. Suggests next step, or a sequence of steps, in a plan. | Decide independently simple questions that could be answered practically and some that cannot. |
| **Observing** | Using equipment | Measure by direct comparisonNon-standard units of measurement –it’s the length of an armSimple comparative vocabulary – bigger, smaller | Begin to choose appropriate equipment to use to make observations and follows simple instructions for using it correctly and safely. | Chooses appropriate equipment from a selection and follows instructions for using it, sometimes working independently of adult support. |
| Making observations | General sensory observations of animals and plants.Simple descriptions of the world around them.Look at objects and pictures and discus what they can see. | Make relevant observations in familiar contexts. With support, take some non-standard measurements. | Make relevant observations. Take non-standard measurements. Begin to use basic equipment for measuring length or mass, in standard units. |
| **Recording** | Presenting evidence | Talk about objects and events.Simple recording – pictures/images. | Use drawings and labels to present evidence. With support, uses prepared simple tables and charts, including ICT forms. | Use drawings and labels to present evidence. Use prepared tables and block graphs, including ICT forms. |
| **Concluding** | Drawing conclusions | Notice ‘which worked best’ – simple comparative statements. Answer initial question simply.Answer how and why questions about their experiences | Describe simple observations of an object or objects or of an event and with support makes a simple comparison. | Describe what has happened, making comparisons where appropriate. With support, sequences results, e.g. from smallest to largest. |
| Explaining evidence |  | With support, recognises the links between cause and effect in simple, familiar situations | Recognise the link between cause and effect in simple, familiar situations. Begin to notice simple patterns in results. |
| **Evaluating** | Evaluating outcomes | NA  | Review work and with support, recognise some of the difficulties encountered. | Review their work and recognises some of the difficulties encountered. With support, suggests how these might have been avoided. |