

## Working Scientifically in Key Stage One

Ideas & Questions	Planning		
	Planning an approach	Equipment	Variables
<ul style="list-style-type: none"> <li>Asks simple questions and recognising that they can be answered in different ways.</li> <li>Recognises scientific and technical developments that help us</li> </ul>	<ul style="list-style-type: none"> <li>Performs simple tests or follows teachers instructions</li> <li>Experiences different types of science enquiry</li> <li>With guidance, suggests what they will do</li> <li>With guidance, identifies things to measure or observe that are relevant to the question</li> </ul>	<ul style="list-style-type: none"> <li>Uses resources provided or chosen from a limited range</li> <li>Uses simple measurements and equipment to gather data</li> </ul>	<ul style="list-style-type: none"> <li>Suggests why a test is fair</li> </ul>
Obtaining & Presenting Evidence			
Observing & measuring	Secondary sources	Recording information & data	Presenting evidence
<ul style="list-style-type: none"> <li>Observes closely (inc. changes over time), using simple equipment</li> <li>Makes measurements using non-standard units</li> </ul>	<ul style="list-style-type: none"> <li>Uses simple secondary sources to find answers e.g books, videos, photographs or people</li> </ul>	<ul style="list-style-type: none"> <li>Gathers and records simple data to help in answering questions</li> <li>With support, prepares simple tables to record data</li> </ul>	<ul style="list-style-type: none"> <li>With help, records their findings in a range of ways, e.g. simple tables, diagrams, pictograms, sorting circles, bar charts and templates</li> <li>Talks about their findings using everyday terms, text scaffolds or simple scientific language</li> </ul>
Considering & Evaluating Evidence			
Looking for patterns	Explaining results	Communication	Evaluating
<ul style="list-style-type: none"> <li>Uses simple observable features to compare objects, materials and living things</li> <li>Identifies and classifies (decides how to sort and group objects)</li> <li>With guidance, begins to notice changes, patterns (i.e. cause and effect) and relationships (i.e. how one variable affects another)</li> </ul>	<ul style="list-style-type: none"> <li>Talks about what they have found out and how they found it out</li> <li>Uses their observations and ideas to suggests answers and questions</li> </ul>	<ul style="list-style-type: none"> <li>Uses comparative language to describe changes, patterns and relationships</li> </ul>	<ul style="list-style-type: none"> <li>With support, suggest whether or not what happened was what they expected</li> <li>With support, suggests different ways they could have done things</li> </ul>