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| KS1 Working Scientifically – Y1 | | |
| Questions | Observe | Test |
| **Asking simple questions and recognising that they can be answered in different ways.**  Ask simple questions stimulated by the world around them.  Demonstrate curiosity by the questions they ask. | **Observing closely, using simple equipment.**  Observe closely and discuss the features & properties of things in the real world.  Observe and discuss changes over different periods of time.  Begin to use simple scientific language to talk about what they have.  Observe using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc.  Observe closely, using simple equipment (e.g. hand lenses, egg timers).  Observe closely using their senses (Y1). | **Performing simple tests.**  Begin to choose/suggest ways to find answers.  Perform simple tests/comparative tests.  Talk about ways of answering their questions.  Use different types of scientific enquiry.  Experiment with a wide variety of things. |
| Identify & Classify | Find Answers | Record |
| **Identifying and classifying.**  Name/identify common examples and some common features (Y1/2).  With help, decide how to sort and group objects, materials or living things.  Say/identify how different things change objects, materials or living things.  Make comparisons between simple observable features/characteristics of objects, materials and living things.  Say how things are similar or different.  Recognise basic features of objects, materials and living things. | **Using their observations and ideas to suggest answers to questions.**  Use simple and appropriate secondary sources (such as books, photographs and videos) to find things out / find answers. (Y1/2).  Ask people questions (Y1/2).  Use their observations and ideas to suggest answers to questions.  Begin to use simple scientific language to talk about what they have found out. | **Gathering and recording data to help in answering questions.**  Present their findings in a range of ways using templates where necessary.  Communicate their ideas to a range of audiences in a variety of ways.  Begin to use some simple scientific language.  Sequence photographs of an event/observation. |