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| KS1 Working Scientifically – Y2 | | |
| Questions | Observe | Test |
| **Asking simple questions and recognising that they can be answered in different ways.**  Raise their own questions based on or linked to things they have observed. | **Observing closely, using simple equipment.**  Observe and describe simple processes/cycles with several steps e.g. growth cycle, simple food chain, saying how living things depend on one another.  Recognise and describe a series of changes over time (e.g. growth).  Observe, and record make drawings to represent things in the real world with some accuracy. | **Performing simple tests.**  Set up a comparative test.  Suggest a [practical way] to find answers to their questions [and listen to the suggestions of others.  In a group choose/suggest ways in which they might answer scientific questions.  Use different types of scientific enquiry to answer their own questions.  Observe more accurately by measuring non-standard and standard units.  Use their senses, simple measurements and equipment to gather data with increasing independence. |
| Identify & Classify | Find Answers | Record |
| **Identifying and classifying.**  Compare and contrast… a variety of things - focusing on the similarities as well as the differences] including how different things change over different periods of time [objects, materials or living things].  Sort and classify things according to a variety of different features (e.g. “I know it is living because it .. and it...).  Decide how to sort and group objects, materials or living things.  Name/identify a variety of common features and/or uses for objects, materials or living things.  Name/Identify common examples and some common features. | **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 own ideas and their observations to offer answers to questions.  Gather data to help in answering questions.  Begin to explain how they know…use the word because “it is because….” (Y2) / suggest how and/or why things happen.  Draw on use their results and their own experience to answer their questions.  Begin to use simple scientific language to describe or explain what they have found out. | **Gathering and recording data to help in answering questions.**  Record and communicate their findings using simple scientific language.  Record and communicate their findings in a range of ways with increasing independence e.g. talk/discuss; write/describe; draw pictures; take photographs; video; make/construct a variety of tables, charts [including simple, bar charts produced as a group and displays.  Make some choices on how to communicate their ideas to a range of audiences in a variety of ways.  Use simple scientific language in their recording.  Record simple data with some accuracy.  Record data to help in answering questions.  With guidance, begin to notice patterns and relationships.  Order their findings.  Recognise if results matched predictions.  Talk/ discuss/ describe/record with some accuracy what they have seen/ what has happened. |