

Year Group Expectations: Year 1

2	<ul style="list-style-type: none"> Use simple scientific language from the year 2 PoS to talk about / record what they have noticed Use observations to make suggestions and/or ask questions Observe and describe simple processes/cycles/changes with several steps (e.g. growth cycle, simple food chain, saying how living things depend on one another) Observe closely and communicate with increasing accuracy the features or properties of things in the real world 	<ul style="list-style-type: none"> Name / Identify common examples, some common features or different uses Sort and group objects, materials or living things by observable and/or behavioural features Compare and contrast... a variety of things [objects, materials or living things] - focusing on the similarities as well as the differences 	<ul style="list-style-type: none"> Raise their own logical questions based on or linked to things they have observed With help / scaffolds, begin to ask questions such as 'What will happen if...?' 	<ul style="list-style-type: none"> Talk about how useful the information source was and express opinion about findings Make suggestions about who to ask or where to look for information. Ask people questions to help them answer their questions Use simple and appropriate secondary sources (such as books, photographs, videos and other technology) to find things out / find answers 	<ul style="list-style-type: none"> Act out something to represent something else about the world around us (e.g a life cycle) 	<ul style="list-style-type: none"> Share ideas in a group and listen to the ideas of others Work cooperatively with others on a science task making some choices
1	<ul style="list-style-type: none"> Begin to use simple scientific language (from yr1 PoS) to talk about or record what they have noticed Use observations to make suggestions and/or ask questions Look / observe closely and communicate changes over time Look / observe closely and communicate the features or properties of things in the real world Observe closely using their senses 	<ul style="list-style-type: none"> Name/identify common examples and some common features With help, decide how to sort and group objects, materials or living things Name basic features of objects, materials and living things Say how things are similar or different Compare and contrast simple observable features / characteristics of objects, materials and living things 	<ul style="list-style-type: none"> Ask simple questions about what they notice about the world around them Demonstrate curiosity by the questions they ask 	<ul style="list-style-type: none"> Ask people questions (e.g. an expert or hot-seating) Use simple primary and secondary sources (such as objects, books and photographs) to find things out 	<ul style="list-style-type: none"> With help, follow movements (dance / drama) to act out their Science 	<ul style="list-style-type: none"> Share ideas in a group and listen to the ideas of others Work with others on a science task
Transition	<ul style="list-style-type: none"> Talk about and draw pictures of what they have seen 	<ul style="list-style-type: none"> Find things that are similar or different Sort / match things in their own way (objects/living things/events) Use simple equipment to sort things into Use senses to help sort things 	<ul style="list-style-type: none"> Ask a question Show that they are curious 	<ul style="list-style-type: none"> Talk to people about what they do Talk to people about how things work 	<ul style="list-style-type: none"> With help, follow movements to act out the Science they are learning about 	<ul style="list-style-type: none"> Work with others on a science task
	<p>EXPLORING / OBSERVING KS1 - observing closely Using their observations and ideas to suggest answers to questions</p>	<p>GROUPING AND CLASSIFYING KS1 - Compare and contrast a variety of examples linked to KS1 PoS</p>	<p>QUESTIONING KS1 - asking simple questions</p>	<p>RESEARCH KS1 - finding things out using secondary sources of information</p>	<p>MODELLING using dance, drama or a visual aid to represent science in the real world</p>	<p>COLLABORATING interacting effectively as part of a group</p>

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2	<ul style="list-style-type: none"> Carry out simple comparative tests as part of a group, following a method with some independence Make a simple prediction about what might happen and try to give a vague reason (even though it might not be correct) With support, make suggestions on a method for setting up a simple comparative test Talk about a practical way to find answers to their questions 	<ul style="list-style-type: none"> Measure using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy Begin to make decisions about which equipment to use Correctly and safely use equipment provided to make observations and/or take simple measurements 	<ul style="list-style-type: none"> Record and communicate their findings in a range of ways to a variety of audiences Use simple scientific language with increasing accuracy (from year 2 PoS) Record simple data with some accuracy to help in answering questions: <ul style="list-style-type: none"> With support or using frameworks, make decisions about how to complete a variety of tables/charts (e.g. a 2 column table, tally charts, Venn diagram, pictograms, block graphs with 1:1 scale). Present findings in a class displays Sequence / annotate photographs of change over time Produced increasingly detailed drawings which are labelled/annotated 	<ul style="list-style-type: none"> With guidance, begin to notice patterns in their data e.g. order their findings, sequence best to worst, say what happened over time, etc. Recognise if results matched predictions. (say if results were what they expected) Use their recordings to talk about and describe what has happened 	<ul style="list-style-type: none"> Begin to use simple scientific language (from year 2 PoS) to explain what they have found out. Give a simple, logical reason why something happened (e.g. I think ... because ...) 	<ul style="list-style-type: none"> Begin to discuss if the test was unfair 		
1	<ul style="list-style-type: none"> With help, carry out a simple test/comparative test With help, make a simple prediction or suggestion about what might happen Begin to suggest some ideas e.g. choose which equipment to use, choose which materials to test from a selection Talk about ways of setting up a test 	<ul style="list-style-type: none"> Measure using non-standard units e.g. how many lolly sticks/cubes/handfuls, etc. Observe closely, using simple equipment (e.g. hand lenses, egg timers) use senses to compare different textures, sounds and smells 	<ul style="list-style-type: none"> Communicate their ideas to a range of audiences in a variety of ways Complete a pre-constructed table / chart using picture records or simple words Contribute to a class display Add annotations to drawings or photographs Begin to use some simple scientific language from yr1 PoS Record simple visual representations of observations made 	<ul style="list-style-type: none"> Use recordings to talk about and describe what happened Sequence photographs of an event/observation 	<ul style="list-style-type: none"> Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened 	<ul style="list-style-type: none"> N/A in Y1 		
Transition	<ul style="list-style-type: none"> Come up with new things to try/test Demonstrate some resilience and try different ideas Talk about things they are testing 	<ul style="list-style-type: none"> Use senses and simple equipment to make observations 	<ul style="list-style-type: none"> Begin to record observations as... Drawings (talk about them / annotated by an adult) Photographs (talk about them / annotated by an adult) 	<ul style="list-style-type: none"> With prompts, say what they have seen / what has happened 	<ul style="list-style-type: none"> N/A at this level 	<ul style="list-style-type: none"> N/A at this level 		
PLANNING AND TESTING KS1 - performing simple tests		USING EQUIPMENT AND MEASURES KS1 - Using simple equipment and gathering data to help in answering their questions	COMMUNICATING Reporting findings, recording data, presenting findings Read, spell and pronounce scientific vocabulary correctly linked to the relevant Yr Grp	CONSIDERING THE RESULTS OF AN INVESTIGATION / WRITING A CONCLUSION		DESCRIBING RESULTS / LOOKING FOR PATTERNS KS1 - Talk about what happened / what they noticed	EXPLAINING RESULTS KS1 - talk about what they found out	TRUSTING RESULTS KS1 - beginning to spot when a method is not fair