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| **KS1 National Curriculum Objectives** |
| **Working Scientifically**  **Pupils should be taught to:**   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions * gathering and recording data to help in answering questions |

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| C:\Users\LGregory2\OneDrive\Documents\Desktop\Federation logo 7 (2).png | **EYFS** | **Y1** | **Y2** |
| **Plan** | **Characteristics of Effective Learning**  Show curiosity about objects, events and people.  Question why things happen.  Engage in open-ended activity.  Take a risk, engage in new experiences and learn by trial and error.  Find ways to solve problems / find new ways to do things / test their ideas. Develop ideas of grouping, sequences, cause and effect.  Comment on and asks questions about aspects of their familiar world such as the place where they live or the natural world.  Use senses to explore the world around them.  Make links and notice patterns in their experiences.  Create simple representations of events, people and objects.  Build up vocabulary that reflects the breadth of their experience.  **Early Learning Goals**  Choose the resources they need for their chosen activities.  Handle equipment and tools effectively.  Answer how and why questions about their experiences.  Make observations.  Develop their own narratives and explanations by connecting ideas or events.  Explain why some things occur and talk about changes.  **Knowledge and Understanding of the World**  Know about the similarities and differences in relation to places, objects, materials and living things.  Talk about the features of their own immediate environment and how environments might vary from one another.  Make observations of animals and plants and explain why some things occur, and talk about changes. | Ask simple questions when prompted, e.g. What is the best material to make a towel? How do things I plant change over time? What did dinosaurs like to eat? Suggest ways of answering a question. | Ask simple questions e.g. e.g. Why do some trees lose their leaves in autumn and others do not? Why do some animals have underground habitats? Recognise that questions can be answered in different ways. |
| **Do** | Make relevant observations using simple equipment, for example, magnifying glasses. Conduct simple tests with support. Identify and classify with guidance, e.g. mammals and birds. | Observe closely, using simple equipment such as thermometers and rain gauges to observe closely changes over time. Perform simple comparative and fair tests e.g. Finding out how seeds grow best. Identify, group and classify according to a given criteria e.g. deciduous and coniferous trees e.g. using a Venn diagram. |
| **Record** | Gather and record data. | Record and communicate their findings in a range of ways and begin to use simple scientific language. Gather and record data to help answer questions using drawings, labelled diagrams, block graphs or tables. |
| **Review** | Recognise findings. Use their observations and ideas to suggest answers to simple questions. | Use their observations and ideas to suggest answers to simple questions, including using secondary sources of information. Notice similarities, differences and patterns. |
| **Vocabulary** | Questions, answers, equipment, gather, measure, record, results, sort, group, test, explore, observe, compare, describe, similar/ities, different/ces, beaker, pipette, syringe. | Previous vocab plus observe changes over time, notice patterns, secondary sources, hand lenses, egg timers, identify, classify, data. |