








Progression of Disciplinary Skills Year 1 and 2

 Asking questions	 Observing and measuring	 Setting up tests	 Recording Data and findings	 Evaluating	 Making predictions	 Interpreting and communicating results
<p>Asking simple questions e.g. Why is the day shorter in winter than in summer? And to recognize that they can be answered in different ways e.g. observations, setting up tests, research.</p>	<p>Observing closely using simple equipment e.g. magnifying glasses (counting legs of insects), egg timers (how long does it take for the water to soak through a material?), measuring sticks (measure the height of a plant).</p>	<p>Teachers should set up science investigation for children in KS1 to help them develop scientific skills (e.g. Testing a range of objects to determine if they float or sink). Discussing what they will need and how they might carry out the test</p>	<p>Classification e.g. grouping animals into herbivores and carnivores.</p> <p>Gathering and recording data e.g. tally chart recording how many living dead and never been alive objects they can see in an outdoor area to help in answering questions</p>	<p>Evaluation skills begin to develop through encouraging children to consider methods used in testing and how they can be adapted (e.g. what would we change if we were to start again)?</p>	<p>In KS1 children are not expected to make scientific predictions as they do not have the subject knowledge to do so. However, they should be encouraged to describe what they think might happen based on either experiences or simply having a guess (e.g. I think the wool will be the best material to keep us warm because...).</p>	<p>Use what they have observed to suggest answers to questions e.g. After observing the growth of plants and vegetables children could suggest answers to the conditions needed for plants to grow.</p>