

Science Skills Document

| | Nursery | Reception | Year 1 | Year 2 |
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| Y1 and 2 - Plants | <p align="center">EYFS Understanding of The World</p> <p><i>ELG - explore the natural world around them, making observations and drawing pictures of plants</i></p> | | | |
| | <ul style="list-style-type: none"> - to talk about plants - to plant their own seeds and check how tall the plants grow -to talk about the life cycle of a plant. | <ul style="list-style-type: none"> - to talk about some of the things they have observed such as plants, animals, natural and found objects | <ul style="list-style-type: none"> - use the local environment through the year to observe wild and garden plants - observe growth of plants, flowers and vegetables they have planted | <ul style="list-style-type: none"> - observe how seeds and bulbs grow into mature plants find out how plants need water, light and a suitable temperature to grow and stay healthy |
| | <p><i>ELG - know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</i></p> <p><i>ELG - understand some important processes and changes in the natural world around them, including the seasons</i></p> | | - | |

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| | <ul style="list-style-type: none"> - to be able to talk about their body parts and what the function is of each part. - to draw silhouettes and orally label body parts. - to use their senses to explore natural materials - to use senses to explore the world around them. - To make comparisons between habitats of farm animals and wild animals. | <ul style="list-style-type: none"> - to identify and sort healthy/unhealthy foods. - talk about the life cycle of plants and animals and what they need to survive. - To explore a range of habitats, looking at why the animal lives like that. | <ul style="list-style-type: none"> - identify and name a variety of common animals that are carnivores, herbivores and omnivores. - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | <ul style="list-style-type: none"> - notice that animals, including humans, have offspring which grow into adults - investigate the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -find out about the basic needs of animals, including humans, for survival (water, food and air) |
| <p>Yr 1 Everyday materials</p> <p>Yr 2 Uses of Everyday materials</p> | <ul style="list-style-type: none"> - to use their senses to explore natural materials - to talk about materials with similar and/or different properties - to explore materials which will float and which will sink. | <ul style="list-style-type: none"> - to describe what they see, feel and hear while outside - to know how to test whether materials will float or sink. | <ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - compare and group together a variety of everyday materials on the basis of their simple physical properties | <p>compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p><i>Relate the uses to simple physical properties.</i></p> <p>-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> |

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| <p>Yr 1 and Yr 2</p> <p>Working Scientifically</p> | <ul style="list-style-type: none"> • Finding ways to solve problems • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked | <ul style="list-style-type: none"> • Finding ways to solve problems • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Changing strategy as needed • Reviewing how well the approach worked | <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways -observing closely (including over time) using simple equipment - performing simple tests (comparative and controlled tests) -pattern seeking - identifying, classifying and grouping -using their observations and ideas to suggest answers to questions - researching using secondary sources | <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways -observing closely (including over time) using simple equipment - performing simple tests (comparative and controlled tests) -pattern seeking - identifying, classifying and grouping -using their observations and ideas to suggest answers to questions - researching using secondary sources |
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| | | | -gathering and recording data to help in answering questions. | -gathering and recording data to help in answering questions. |
| Breadth of study | | | <p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them.</p> <p><i>They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using and developing different skills. 'Working scientifically' has a separate section in the skills document, but must always be taught through and clearly related to the teaching of substantive science content in the rest of the skills document.</i></p> <p><i>They should begin to use simple scientific language to talk about what they have</i></p> | <p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them.</p> <p><i>They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using and developing different skills. 'Working scientifically' has a separate section in the skills document, but must always be taught through and clearly related to the teaching of substantive science content in the rest of the skills document.</i></p> <p><i>They should begin to use simple scientific language to talk about what they have</i></p> |

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| | | | <p><i>found out and communicate their ideas to a range of audiences in a variety of ways.</i></p> <p><i>Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos</i></p> <p><i>Please refer to the 'notes and guidance' sections of The National Curriculum for examples showing how scientific methods and skills might be linked to specific elements of the content.</i></p> <p><i>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.</i></p> | <p><i>found out and communicate their ideas to a range of audiences in a variety of ways.</i></p> <p><i>Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</i></p> <p><i>Please refer to the 'notes and guidance' sections of The National Curriculum for examples showing how scientific methods and skills might be linked to specific elements of the content.</i></p> <p><i>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.</i></p> |
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