Year Group Expectations: Year 1

2	▪ 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	▪ **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	▪ 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…?"	▪ 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	▪ Act out something to represent something else about the world around us *(e.g a life cycle)*	▪ Share ideas in a group and listen to the ideas of others ▪ Work cooperatively with others on a science task making some choices
1	▪ 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	▪ **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	▪ Ask simple questions about what they notice about the world around them ▪ Demonstrate curiosity by the questions they ask	▪ 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	▪ With help, follow movements (dance / drama) to act out their Science	▪ Share ideas in a group and listen to the ideas of others ▪ Work with others on a science task
Transition	▪ Talk about and draw pictures of what they have seen	▪ 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	▪ Ask a question ▪ Show that they are curious	▪ Talk to people about what they do ▪ Talk to people about how things work	▪ With help, follow movements to act out the Science they are learning about	▪ Work with others on a science task
	EXPLORING / OBSERVING ***KS1 - observing closely*** ***Using their observations and ideas to suggest answers to questions***	**GROUPING AND CLASSIFYING** ***KS1 - Compare and contrast a variety of examples linked to KS1 PoS***	**QUESTIONING** ***KS1 - asking simple questions***	**RESEARCH** ***KS1 - finding things out using secondary sources of information***	**MODELLING** ***using dance, drama or a visual aid to represent science in the real world***	**COLLABORATING** ***interacting effectively as part of a group***

Year Group Expectations: Year 1

2	▪ 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	▪ **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	▪ **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; – 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*	▪ 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 **prediction**s. (say if results were what they expected) ▪ Use their recordings to talk about and describe what has happened	▪ 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 …)*	▪ Begin to discuss if the test was un**fair**
1	▪ 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	▪ **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	▪ 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	▪ Use recordings to talk about and describe what happened ▪ Sequence photographs of an event/observation	▪ Begin to use simple scientific language (from yr1 PoS) to talk about what they have found out or why something happened	▪ N/A in Y1
Transition	▪ Come up with new things to try/test ▪ Demonstrate some resilience and try different ideas ▪ Talk about things they are testing	▪ Use senses and simple equipment to make observations	Begin to record observations ***as***… ▪ Drawings (talk about them / annotated by an adult) ▪ Photographs (talk about them / annotated by an adult)	▪ With prompts, say what they have seen / what has happened	▪ N/A at this level	▪ 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***