

Working Scientifically Coverage
Year 1

Topic:	Observing closely using simple equipment	Identifying and classifying	Using observations and ideas to suggest answers to questions	Gathering and recording data to help in answering questions	Performing simple tests	Asking simple questions
Everyday materials	X	X	X	X	X	X
Using our senses		X	X	X	X	X
Looking at animals	X	X		X	X	
Plant Detectives	X	X	X	X		
Our changing world: plants	X	X		X		
Our changing world: Animal antics	X		X	X		X
Our changing world: Sensing seasons			X	X		

Working Scientifically Statement	Guidance
Observing closely using simple equipment	<ul style="list-style-type: none"> • Make observations using all their senses (as appropriate to the task). • Describe observations using sensory and context-specific vocabulary (colour, size, roughness, number of legs etc.) . • Measure using non-standard measures and increasingly apply their knowledge of simple standard measures from mathematics. • Choose and use the appropriate simple equipment for observing and measuring (hand held or digital magnifier, timer, block, string, spoon, ruler etc.).
Identifying and classifying	<ul style="list-style-type: none"> • Sort and group living and non-living things by observable and behavioural features, using their own and given criteria. • Compare simply features and characteristics and use differences to identify and name living and non-living things.
Using observations and ideas to suggest answers to questions	<ul style="list-style-type: none"> • Use simple scientific language to describe observations and measurements. • Identify and sequence changes.
Gathering and recording data to help in answering questions	<ul style="list-style-type: none"> • Gather, from a variety of sources, data that is relevant to the questions to be answered. • Use first hand observations, simple practical tests and secondary sources, as appropriate to the question. • Record observations in words and pictures. • Record observations and measurements in simple prepared tables, tally charts, pictograms, bar charts, sorting circles and maps. • Use ICT to record findings, including digital cameras and simple packages for presenting measured data.
Performing simple tests	<ul style="list-style-type: none"> • Follow simple instructions or their own plans to carry out comparative tests.
Asking simple questions	<ul style="list-style-type: none"> • Show curiosity about similarities and differences, changes, connections and patterns. • Frame questions using a range of question stems <p>Help to plan how to find out the answers to questions by suggesting:</p> <ul style="list-style-type: none"> • changes and patterns to observe and measure • variables to change and measure • criteria for sorting • ways of taking measurements • the sequence of steps in a plan. <p>Find answers to their questions by:</p> <ul style="list-style-type: none"> • observing changes over long and short periods of time • noticing patterns • grouping and identifying living and non-living things • carrying out comparative tests • using secondary sources of information such as books, photographs, videos and visiting experts.