Science – Working Scientifically

Lymington CE Infant School

Characteristic of Effective Learning	**These opportunities for working scientifically should be provided across years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2.** Use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions including: • observation over time • identifying and classifying • pattern seeking • research • comparative and fair testing	
Early Years	**Year 1**	**Year 2**
• Show curiosity about objects, events and people. • Questions 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. • Comments 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	• Ask simple questions and recognise that they can be answered in different ways.	• Ask simple questions and recognise different ways in which they might answer specific questions. • Explore the world around them and raise their own simple questions. • Answer questions developed with the teacher often through a scenario.
	• Make relevant observations using simple equipment.	• Observe closely, using simple equipment. • They begin to take measurements, initially by comparisons, then using non-standard units.
	• To carry out a simple test / comparative test with support.	• To perform simple tests. • To discuss my ideas about how to find things out. To say what happened in my investigation
	• Identify and classify with some support.	• To identify and classify with some support and use secondary sources to extend their knowledge and scientific vocabulary
	• To 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. • To relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources