# Learning Objectives

Composite Learning Skills

**National Curriculum Requirements**

# Working Scientifically KS1

| General/Asking questions | Observing changes over time | Comparative and fair tests | Identifying and classifying | Looking for naturally occurring patterns and relationships | Researching using secondary sources |
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| Demonstrate curiosity, e.g. ask why?' or 'how?' about the world around them. | Understand that we can gather information about the world through our senses. | When prompted, say what is happening/has happened to things or events. | Sort and match objects and living things in their own way. | Notice what has changed when observing things or events. | Use simple secondary sources, e.g. books, film, internet, to find information. |
| Understand the concept of 'a question'. | Understand that observation involves all of the senses. | With help, make changes and say what has changed. | Sort and group objects and living things in different ways. | Talk about what they have found out or what they think may happen. | Use information from secondary sources to help answer a question. |
| Be able to ask a question. | Use simple equipment provided, e.g. hand lenses, to make more accurate observations. | Be able to compare features of two objects. | Recognise similarities and differences. | Begin to recognise links between observations and answers to questions. | Be able to record their findings in charts. |
| Be able to suggest one way of finding an answer to a question. | Recognise that some observable features may change over time, e.g. the size of a plant. | Be able to identify two variables in an investigation, e.g. water and light when investigating plant growth. | Use simple observable features to compare objects or living things. | With help, begin to notice patterns and relationships. | **Gathering and recording data to help in answering questions.** |
| Understand that some questions can be answered by testing. | **Observing closely, using simple equipment.** | Suggest a practical way to find something out. | Be able to describe how they sorted objects. | Begin to use simple scientific language to talk about what they have found out. | Make some independent choices about appropriate ways to record data. |
| With help, identify evidence that can be used to answer questions. | Use a range of equipment correctly to observe and measure. | Be able to identify things to measure and things to observe. | Use observable features of objects to identify them. | Be able to communicate their ideas to a range of audiences in a variety of ways. | Select the best way of presenting information from a range of options. |
| Present evidence they have collected in simple tables, charts or diagrams. | Be able to select appropriate equipment to observe. | Be able to set up a comparative test. | **Identifying and classifying.** | **Using their observations and ideas to suggest answers to questions.** | |
| **Asking simple questions and recognising that they can be answered in different ways.** | | **Performing simple tests.** | Begin to classify and identify by linking observable features to already known objects or things. | Use evidence to suggest answers to questions and make predictions. | |
| Be able to suggest more than one way of finding an answer to a question, e.g. by research, by testing. | | Start to recognise when a test is not fair and suggest improvements. | Explain which observable features have led them to classify in a particular way. | Say whether what happened was what they expected. | |
| Suggest 'testable questions' that can be answered in classroom investigations. | | | | | |