<table>
<tr><td>Subject: Science</td><td>Year group: Year 1</td><td>Topic: Working Scientifically</td><td rowspan="2">Initiation & activation activities:</td></tr>
<tr><td colspan="2">Prior knowledge required:
Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. • Looks closely at similarities, differences, patterns and change.</td><td>Vocabulary: test look compare measure result data reason information pattern same different change</td></tr>
<tr><td>Programme of Study</td><td>Implementation:</td><td>Impact –lesson sequence</td><td>Evaluations and assessments</td></tr>
<tr><td>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:
• asking simple questions and recognising that they can be answered in different ways
• observing closely, using simple equipment
• performing simple tests
• identifying and classifying
• using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</td><td>Observing closely:
•Can they talk about what they see, touch, smell, hear or taste?
•Can they use simple equipment to help them make observations?
GD - Can they find out by watching, listening, tasting, smelling and touching?
Performing Tests
•Can they perform a simple test?
•Can they tell other people about what they have done?
GD - Can they give a simple reason for their answers?
Identifying and Classifying
•Can they identify and classify things they observe?
•Can they think of some questions to ask?
•Can they answer some scientific questions?
•Can they give a simple reason for their answers?
•Can they explain what they have found out?
GD - Can they talk about similarities and differences?
Can they explain what they have found out using scientific vocabulary?
Recording findings
•Can they show their work using pictures, labels and captions?
•Can they record their findings using standard units?
•Can they put some information in a chart or table?
GD - Can they use ICT to show their working?
Can they make accurate measurements?</td><td></td><td></td></tr>
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