|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Skills | Foundation | Key Stage 1 | Lower KS2 | Upper KS2 |  |  |
| Questioning(Examples of the type of question children might ask) | Frame simple questions evidencing a desire for knowledgeWhy is grass green? | Frame simple questionsusing previously acquired knowledgeWhy do plants have leaves and stems?What do animals eat? | Frame complex questions, using previously acquired knowledgeWhat is the difference between plants and animals?Why do some plants have big leaves and some plants have small leaves? | Use questions to frame an analysis of information and to highlight in consistenciesWhy do plants look so different, for example a cactus and a buttercup?Why are there so many different types of insects in the playground? |  |  |
| Interrogate texts for meaning including collecting vocabulary, analysing data and assessing reliability | Develop meaning from pictures and simple text. Identify subject specific vocabulary. | Develop meaning from more complex text, pictures and labelled diagrams. Identify and understandsubject specific vocabulary(see Knowledge Organisers). | Develop meaning From a variety of more complex texts, pictures and labelled diagrams. Identify, define and usesubject specific vocabulary. Start to interrogate data presented in a variety of forms including tables and charts. Start to question validity of data and consider bias. | Develop meaning from a variety of texts, pictures and labelled diagrams. Identify, define and usesubject specific vocabulary. Interrogate a wide variety of data presented in many forms including tables and charts. Question validity of data, using ideas like fair testing and bias and objectivity. |  |  |
| Communicate clearly both in writing and orally | Explain own ideas in simple ways. Begin to use paper and pencil to record ideas. | Explain own ideas in simple ways and listen to others. Use paper and pencil to record ideas including simple text and diagrams. | Explain own ideas and listen to others. Reason and persuade using subject knowledge. Use paper and pencil to record ideas including simple text and diagrams and to record data from own investigations. | Explain own ideas and listen to others. Reason and persuade using subject knowledge and explore differences of opinion. Use paper and pencil to record ideas including text and diagrams and to record data from own investigations as a ‘write up’, including method(usually a diagram), results(usually a table or graph) and conclusion. |  |  |
| Use equipment appropriately | Use pencils, books, rulers and classroom resources for investigations | Use pencils, books, rulers and classroom resources for investigations. Start to use measuring equipment. | Use pencils, books, rulers and classroom resources for investigations. Use a variety of measuring equipment with increasing accuracy.Measure capacity with measuring cylinders and mass with scales. | Use pencils, books, rulers and scientific resources for investigations. Use a variety of measuring equipment with increasing accuracy. Measure capacity with measuring cylinders and mass with scales. Use hand lenses, pooters to examine specimens |  |  |
|  |  |  |  |  |  |  |