

# **Exploring Creative Skills in Key Stage 1**

Dialogue and Collaboration in Science	
Dialogue, questioning, communication and collaborating in both verbal and embodied ways.	For Example:
<ul> <li>Use scientific vocabulary to ask and respond to questions, present ideas and reason effectively.</li> </ul>	When finding out answers to an enquiry approach question.
<ul> <li>Communicate and work collaboratively with the whole class, small groups and partners to share their thoughts and develop their ideas.</li> </ul>	When designing experiments and investigations.



### **Honing and Developing** an Idea in Science... Develop creative ideas, incorporating self-reflection, development of techniques and understanding of For Example: the rules and persistence. Explore and develop a range of techniques. When conducting scientific enquiry. • Explore alternatives and share ideas. When learning about investigations and being introduced to variables. • Begin to reflect upon their ideas. When reflecting on simple ideas as to why or why not something happened. Develop persistence. Especially through play When learning to conduct an enquiry and when developing own ideas. beginning to work independently on this.

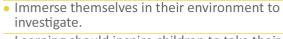








# Empowered Action in Science... Foreground pupils' own agency in creative actions, the ability to take risks and question accepted ideas, be immersed and the act on ideas. Begin to take ownership for their own ideas with structured support prior to independence. Be self-motivated and will immerse themselves activity. When developing their enquiry skills are enquiry approaches.



 Learning should inspire children to take their learning further. When developing their enquiry skills and enquiry approaches.

When learning science through real-life contexts and using outdoor spaces.

ir Within play and test it.

# Being Imaginative and Playful in Science...

Use imagination, improvise playfully, and generate and try out possibilities with the ability to go beyond an understanding of 'what is' to consider 'what might be.'

 Use their imagination to go beyond with curiosity asking what if.

uriosity asking what it.
Use scientific equipment to play with possibilities and to try new things out.

Explore the possibilities of what could be.

## For Example:

When they generate their own ideas and questions.

When using equipment for the first time to explore 'big questions' at the start of a new topic.

Learning new concepts through play.

# **Generating Ideas that Matter** in Science...

Combine innovation with critical attention to the consequences of ideas, the ethical impact of actions and understanding diverse values.

- Explore and generate ideas that are new for them.
- Consider and reflect upon the impact for their action of future generations.
- Consider the impact of their ideas.

# For Example:

When learning through exploratory play.

When they learn about the values of science and how it impacts everyday life and the world around us.

When they pose questions about the use of ethical resources.









