



Exploring Creative Skills in Key Stage 1

Dialogue and Collaboration in Science...

Dialogue, questioning, communication and collaborating in both verbal and embodied ways.

- Use scientific vocabulary to ask and respond to questions, present ideas and reason effectively.
- Communicate and work collaboratively with the whole class, small groups and partners to share their thoughts and develop their ideas.

For Example:

When finding out answers to an enquiry approach question.

When designing experiments and investigations.



Honing and Developing an Idea in Science...

Develop creative ideas, incorporating self-reflection, development of techniques and understanding of the rules and persistence.

- Explore and develop a range of techniques.
- Explore alternatives and share ideas.
- Begin to reflect upon their ideas.
- Develop persistence. Especially through play when developing own ideas.

For Example:

When conducting scientific enquiry.

When learning about investigations and being introduced to variables.

When reflecting on simple ideas as to why or why not something happened.

When learning to conduct an enquiry and 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.
- Immerse themselves in their environment to investigate.
- Learning should inspire children to take their learning further.

For Example:

- To design their own enquiry questions.
- When developing their enquiry skills and enquiry approaches.
- When learning science through real-life contexts and using outdoor spaces.
- 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.
- 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.