



Exploring Creative Skills in Key Stage 2

Dialogue and Collaboration in Science...

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

- Use scientific vocabulary to discuss their learning by asking and responding to questions.
- Work individually, collaboratively and within a community to expand their knowledge about the world.
- Create their own enquiry questions based on stimuli or experimentation.
- Respond to others using scientific evidence to support their thinking.

For Example:

When planning an enquiry question.

When designing experiments and investigations.

When exploring and testing materials.

When discussing observations from experiments, such as 'what colour is a shadow'.

Honing and Developing an Idea in Science...

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

- Explore, evaluate and consider alternatives to develop ideas.
- Develop techniques using prior learning to inform future work.
- Develop persistence.
- Reflect to improve ideas.

For Example:

When different parameters need to be considered after the first enquiry presents unexpected results.

When learning about electricity in year 6, links can be made from previous learning in year 4 to inform their work.

To conduct an enquiry.

Make amendments to enquiries upon reflection giving reasons as to why they want to alter their enquiries.

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.

- Take ownership of actions with support.
- Immerse themselves in their environment to investigate.
- With support they take creative risks in an environment where they can try and try again.
- Be self-motivated and immersed in an activity.

For Example:

- To design their own enquiry questions. Real-life contexts and using outdoor spaces.
- Seeing other groups succeeding in their enquiries – and having the patience and resilience to try again.
- They can see themselves as scientists in different fields when working on a line of enquiry.

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.
- Consider possibilities through improvisation and will 'think like a scientist'.
- Use scientific equipment to play with possibilities and being open-ended to try new things out.
- Explore the possibilities of what could be. They are confident to discover and learn new concepts through play.

For Example:

- When designing enquiry questions to test out their ideas.
- When responding to results from previous enquiries and having to design a new experiment.
- Assessing which components make which differences when investigating electrical circuits.
- When discovering the differences between solids, liquids and gases.

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, generate and combine ideas that are new to them.
- Consider the impact of their ideas.
- Consider and discuss the impact of their work on future generations and how they matter.

For Example:

- Create questions based on what they have learnt.
- Are they realistic and which ones are able to be worked on in their current environment?
- Links to sustainability in Electricity, preservation in Animals and Humans.