

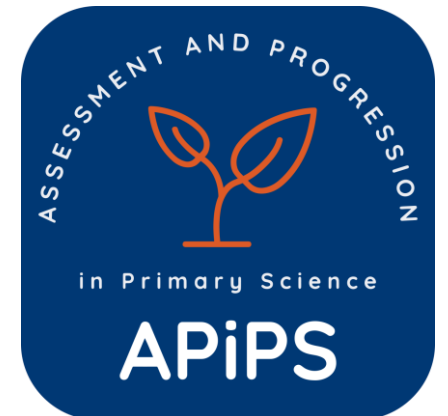
# APiPS collection of Early Level science enquiry examples

This Assessment and Progression in Primary Science (APiPS) collection includes examples for each stage of the enquiry cycle, matched to [Education Scotland's Benchmarks](#). We recommend that only **one part of each enquiry** is selected as the focus for discussion and any recording (e.g. mark-making, annotations, photos). This focus makes it easier to formatively assess children's learning, as recommended by the Teacher Assessment in Primary Science ([TAPS](#)) project. Different parts of the enquiry cycle can be the focus at different times across the year.

This Early Level (Primary 1, age 4-6) collection can be used to support teacher professional learning. It can be used in conjunction with the First and Second Level examples to help build a shared understanding of progression in enquiry and investigative skills. Hyperlinks are included where activities align with TAPS lesson plans. New activities and examples will continue to be added to the SSERC website as they are co-created with teachers from across Scotland.



APiPS 2024 collection compiled with thanks to all schools involved.  
For queries or to share further examples, please email  
[primary.science@bathspa.ac.uk](mailto:primary.science@bathspa.ac.uk)

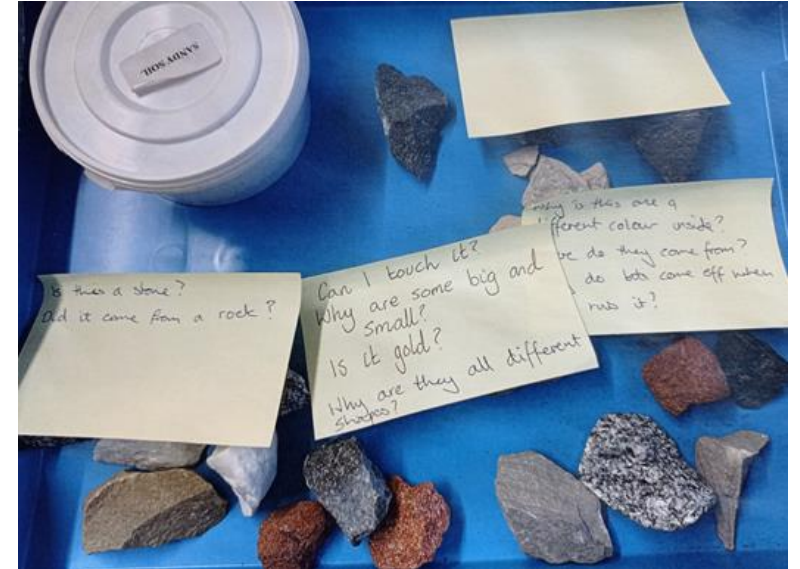
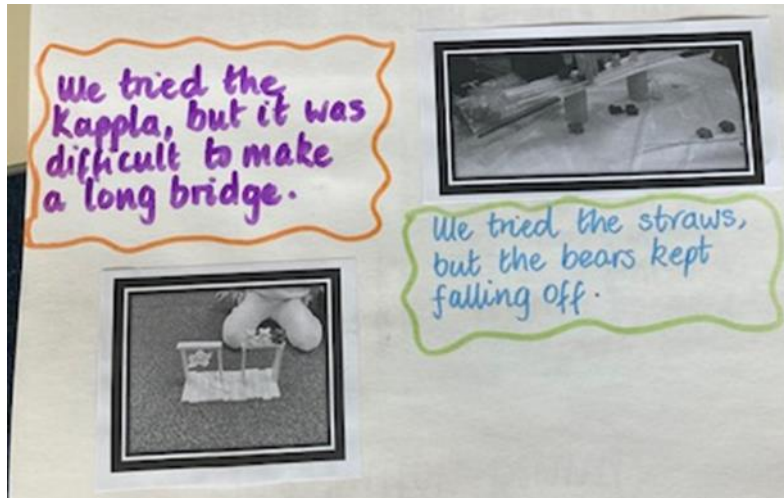


# Early Level: Plan and design



**Early level benchmarks:** Explores & observes through play. Asks questions, makes simple predictions and suggestions to answer the question.

After hearing the story of the Brooklyn Bridge strength test ('21 elephants and still standing' by April Jones Prince), P1/2 Children tested different materials to make their own bridges.



P1/2 children explored a collection of rocks and raised their own questions such as: why are they all different shapes, do bits come off when I rub it?

# Early Level: Carry out



**Early level benchmarks:** Discusses obvious risks & protection. Uses their senses to acquire information. Measures using simple equipment & non-standard units.



P1/2 children tested different objects to find out if they floated or sank.

P1/2 children used different senses to explore the world around them. For example, identifying what they could touch in the feely bag or hear outside.



**What do you hear outside?**  
Put a tick next to the things you can hear. Add in 3 new things of your own!

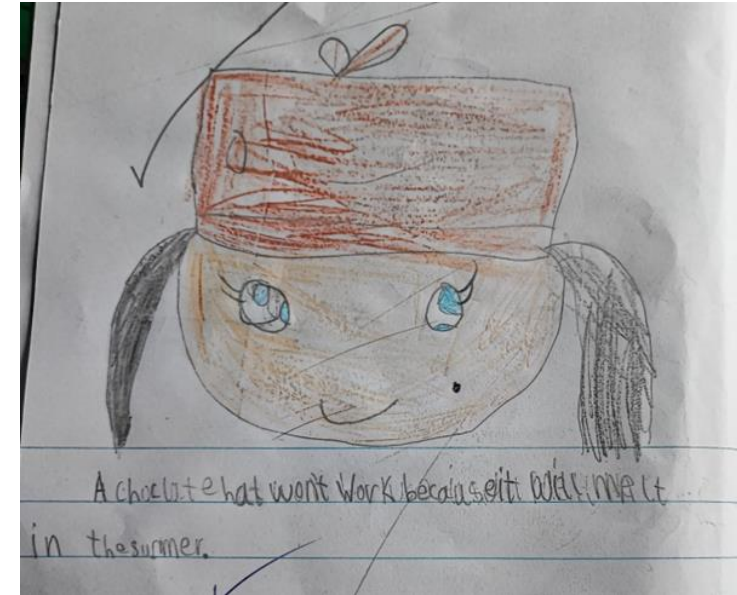
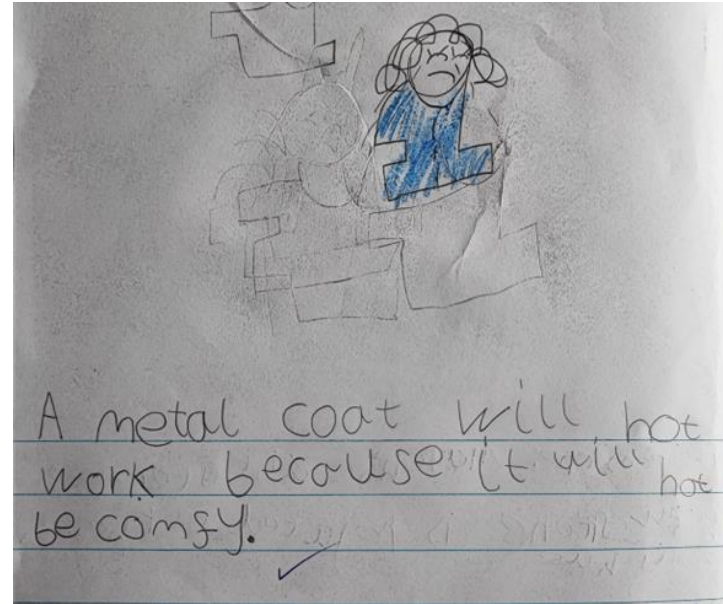
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# Early Level: Analyse, interpret and evaluate



**Early level benchmarks:** Recognises similarities, patterns & differences in findings. Relates to everyday experiences. Discusses, with support, how the experiment might be improved.

P1/2 children explored ice melting to retrieve objects and lego figures (ice escape). They discussed their findings about what helped to melt the ice faster.



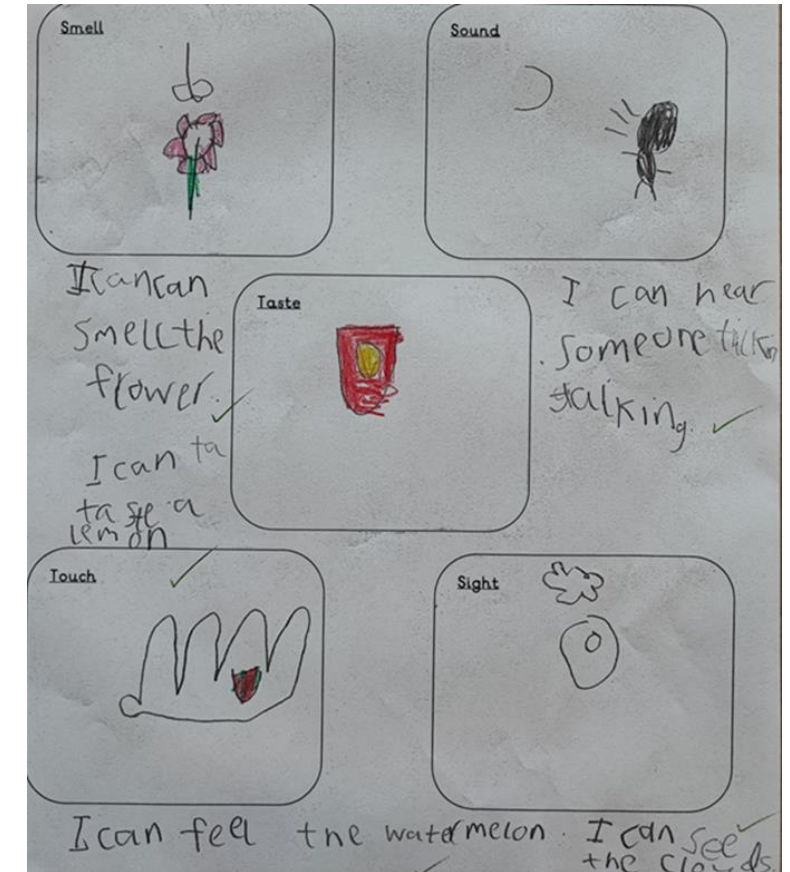
P1/2 children relate their knowledge of materials to uses e.g a metal coat would not be comfy, a chocolate hat would melt.

# Early Level: Present findings



**Early level benchmarks:** Communicates findings to others verbally & through drawings, photographs, displays & simple charts. Responds to questions about their investigation.

P1/2 children explored the outdoor area and collected small items e.g. fallen leaves, stones, sticks (scavenger sort). They came together in small groups to discuss the different kinds of things they have found e.g. sorting into categories like (living) flowers/leaves and (non-living) stones.



P1/2 children gave examples of things they could see, hear, smell, taste and feel.