



Working Scientifically Progression

| Skills/Stage | EYFS | KS1 | Lower KS2 | Upper KS2 |
|---------------|--|--|---|--|
| PLAN | choose the resources they need for their chosen activities and say when they do or don't need help. | Asking simple questions and recognising that they can be answered in different ways. | Asking relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests | plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| DO | <p>Know about similarities and differences in relation to places, objects, materials and living things</p> <p>Make observations of animals and plants.</p> <p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Select and use technology for particular purposes.</p> | <p>Observe closely, using simple equipment.</p> <p>Perform simple tests.</p> <p>Identify and classify.</p> | <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers.</p> | <p>Setting up simple practical enquiries, comparative and fair tests.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> |
| RECORD | Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories | Gathering and recording data to help in answering questions. | <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> | Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. |



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| REVIEW | <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Explain why some things occur and talk about changes.</p> | Using their observations and ideas to suggest answers to questions. | <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p> | <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> |
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