

Working Scientifically Progression

	EYFS	KS1	Lower KS2	Upper KS2
PLAN	<p>choose the resources they need for their chosen activities and say when they do or don't need help</p>	<p>ask simple questions and recognising that they can be answered in different ways</p>	<p>ask relevant questions and using different types of scientific enquiries to answer them</p> <p>set up simple practical enquiries, comparative and fair tests</p>	<p>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>
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>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>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>
RECORD	<p>represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>gather and record data to help in answering questions.</p>	<p>gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>
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>	<p>use their observations and ideas to suggest answers to questions</p>	<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>