

# Working Scientifically Progression

	EYFS	KS1	Lower KS2	Upper KS2
<b>Plan</b>	<ul style="list-style-type: none"> <li>□ choose the resources they need for their chosen activities and say when they do or don't need help</li> </ul>	<ul style="list-style-type: none"> <li>□ ask simple questions and recognising that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>□ ask relevant questions and using different types of scientific enquiries to answer them</li> <li>□ set up simple practical enquiries, comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>□ plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>□ know about similarities and differences in relation to places, objects, materials and living things</li> <li>□ make observations of animals and plants</li> <li>□ explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</li> <li>□ select and use technology for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>□ observe closely, using simple equipment</li> <li>□ perform simple tests</li> <li>□ identify and classify</li> </ul>	<ul style="list-style-type: none"> <li>□ make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers</li> </ul>	<ul style="list-style-type: none"> <li>□ take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>
<b>Record</b>	<ul style="list-style-type: none"> <li>□ represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>	<ul style="list-style-type: none"> <li>□ gather and record data to help in answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>□ gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>□ record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	<ul style="list-style-type: none"> <li>□ record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>

<p><b>Review</b></p>	<ul style="list-style-type: none"> <li>□ talk about the features of their own immediate environment and how environments might vary from one another</li> <li>□ explain why some things occur and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>□ use their observations and ideas to suggest answers to questions</li> </ul>	<ul style="list-style-type: none"> <li>□ report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>□ use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>□ identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>□ use straightforward scientific evidence to answer questions or to support their findings</li> </ul>	<ul style="list-style-type: none"> <li>□ use test results to make predictions to set up further comparative and fair tests</li> <li>□ 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</li> <li>□ identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>
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