

## Working Scientifically Progression

|        | EYFS   | KS1  | LKS2   | UKS2   |
|--------|--|--|--|--|
| Plan   | Ask questions to find out more                                       | ask simple questions and recognise that they can be answered in different ways | ask relevant questions and using different types of scientific enquiries to answer them  | plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                        |
|        |  |  | set up simple practical enquiries, comparative and fair tests  | use test results to make predictions to set up further comparative and fair tests  |
| Do     | Observe processes, explore the natural world and solve real problems | observe closely, using simple equipment  | make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | take measurements, using a range of scientific equipment, with   |
|        | Use materials and tools safely and confidently                       | perform simple tests   |  | with increasing accuracy and precision, take repeat readings when appropriate  |
|        | Notice similarities, difference and changes                          | identify and classify  |  |  |
|        | Use all my senses and look closely                                   |  |  |  |
| Record | I can create simple representations of people and objects            | gather and record data to help in answering questions                          | gather, record, classify and present data in a variety of ways to help in answering questions  | record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. |
|        |  |  | record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  |  |

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|        |  |   |  |  |
|--------|--|---|--|--|
| Review | Talk about things like plants, animals, seasons and changing materials | use my observations and ideas to suggest answers to questions | report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions | report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations |
|        |  |   | use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions      | identify scientific evidence that has been used to support or refute ideas or arguments.   |
|        |  |   | identify differences, similarities or changes related to simple scientific ideas and processes                                 |  |
|        |  |   | use straightforward scientific evidence to answer questions or to support their findings.                                      |  |