

Working Scientifically Progression

	EYFS	KS1	Lower KS2	Upper KS2
PLAN	*ask questions to find out more and to check what has been said to them.	*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; *setting up simple practical enquiries, comparative and fair tests;	*planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary;
DO	*use talk to help work out problems and organise thinking and activities	*observing closely, using simple equipment; *performing simple tests; *identifying and classifying;	*making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers;	*taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate;
RECORD	*articulate their ideas and thoughts in well-formed sentences. *describe events in some detail. *describe what they see, hear and feel.	*gathering and recording data to help in answering questions.	*gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; *recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables;	*recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;
REVIEW	*make comments about what they have heard and ask questions to clarify their understanding. *explain how things work and why they might happen.	*using their observations and ideas to suggest answers to questions;	*reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; *using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; *identifying differences, similarities or changes related to simple scientific ideas and processes; *using straightforward scientific evidence to answer questions or to support their findings.	*using test results to make predictions to set up further comparative and fair tests; *reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations; *identifying scientific evidence that has been used to support or refute ideas or arguments.