



**Science – Progression of Skill**

**Working Scientifically**

	EYFS	KS1	LKS2	UKS2
<b>Plan</b>	<ul style="list-style-type: none"> <li>Choose the resources needed 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 recognise that they can be answered in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Ask relevant questions and use 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>Use simple equipment to observe closely.</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, using 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 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>
<b>Review</b>	<ul style="list-style-type: none"> <li>Talk about the features of their own immediate environment and how environments might vary from</li> </ul>	<ul style="list-style-type: none"> <li>Use his/her 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> </ul>	<ul style="list-style-type: none"> <li>Use test results to make predictions to set up further comparative and fair tests.</li> </ul>



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	<p>one another.</p> <ul style="list-style-type: none"> <li>• Explain why some things occur and talk about changes.</li> </ul>		<ul style="list-style-type: none"> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Use straightforward scientific evidence to answer questions or to support his/her findings.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> </ul>	<ul style="list-style-type: none"> <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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