

## Working scientifically skills progression

### EYFS

The characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage are the foundations on which the working scientifically skills build in Key Stage 1.

- Show curiosity and ask questions
- Make observations using their senses and simple equipment
- Make direct comparisons
- Record their observations by drawing, taking photographs, using sorting rings and, in Reception, on simple tick sheets
- Use their observations to help them to answer their questions
- Talk about what they have done and found out
- Identify, sort and group

Key Stage 1 – Years 1&2	Lower Key stage 2 – Years 3 & 4	Upper Key Stage 2 – Years 5 & 6
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	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Observing closely, using simple equipment	Setting up simple practical enquiries, comparative and fair tests	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Performing simple tests	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Identifying and classifying	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Using test results to make predictions to set up further comparative and fair tests
Using their observations and ideas to suggest answers to questions		
Gathering and recording data to help in answering questions.		

	<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Reporting and presenting 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>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>
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