# Working Scientifically Progression

Statements taken from:
Science programmes of study: key stages 1 and 2, National curriculum in England (2013) DFE
Statutory framework for the early years foundation stage (2017) DFE

| skills \ stage | EYFS | KS1 | Lower KS2 | Upper KS2 |
|---|---|---|---|---|
| **PLAN** | ➢ choose the resources they need for their chosen activities and say when they do or don't need help | ➢ ask simple questions and recognising that they can be answered in different ways | ➢ ask relevant questions and using different types of scientific enquiries to answer them<br>➢ set up simple practical enquiries, comparative and fair tests | ➢ plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary |
| **DO** | ➢ know about similarities and differences in relation to places, objects, materials and living things<br>➢ make observations of animals and plants<br>➢ explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.<br>➢ select and use technology for particular purposes | ➢ observe closely, using simple equipment<br>➢ perform simple tests<br>➢ identify and classify | ➢ make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers | ➢ take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate |
| **RECORD** | ➢ represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories | ➢ 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<br>➢ record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | ➢ record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| **REVIEW** | ➢ talk about the features of their own immediate environment and how environments might vary from one another<br>➢ explain why some things occur and talk about changes | ➢ use their observations and ideas to suggest answers to questions | ➢ report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions<br>➢ use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions<br>➢ identify differences, similarities or changes related to simple scientific ideas and processes<br>➢ use straightforward scientific evidence to answer questions or to support their findings | ➢ use test results to make predictions to set up further comparative and fair tests<br>➢ 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<br>➢ identify scientific evidence that has been used to support or refute ideas or arguments |