



Hawridge & Cholesbury CE School 2019 – 2020: Progression in Science; Working Scientifically

		DO	Record	Review
<b>EYFS</b>	Choose the resources they need for their chosen activities and say when they do or don't need help	<p>Know about similarities and differences in relation to places, objects, materials and living things</p> <p>Make observations of animals and plants</p> <p>Explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Select and use technology for particular purposes</p>	<p>Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p>	<p>Talk about the features of their own immediate environment and how environments might vary from one another</p> <p>Explain why some things occur and talk about changes</p>
<b>KS1</b>	Ask simple questions and recognising that they can be answered in different ways	<p>Observe closely, using simple equipment</p> <p>Perform simple tests</p> <p>Identify and classify</p>	<p>Gather and record data to help in answering questions</p>	<p>Use their observations and ideas to suggest answers to questions</p>
<b>LOWER KS2</b>	<p>Ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Set up simple practical enquiries, comparative and fair tests</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data logger</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Use straightforward scientific evidence to answer questions or to support their findings</p>
<b>UPPER KS2</b>	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	<p>Use test results to make predictions to set up further comparative and fair tests</p> <p>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</p> <p>Identify scientific evidence that has been used to support or refute ideas or argument</p>