**Elworth CE Primary School**

**Science Working Scientifically Progression**

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| **Science Progression- Working Scientifically** | |
| **End of KS1** | * Ask simple questions and recognising that they can be answered in different ways * Observe closely, using simple equipment * Perform simple tests * Identify and classify * use observations and ideas to suggest answers to questions * gather and record data to help in answering questions |
| **End of LKS2** | * ask relevant questions and use different types of scientific enquiries to answer them * set up simple practical enquiries, comparative and fair tests * make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * gather, record, classify and present data in a variety of ways to help in answering questions * record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables * report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * identify differences, similarities or changes related to simple scientific ideas and processes * use straightforward scientific evidence to answer questions or to support their findings |
| **End of UKS2** | * 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 * use test results to make predictions to set up further comparative and fair tests * 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 * identify scientific evidence that has been used to support or refute ideas or arguments |