

EUXTON C OF E PROGRESSION MAP -WORKING SCIENTIIFICALLY

Working Scientifically			
Skills Strand	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Asking Questions	Ask simple questions and know that they can be answered in various ways.	Ask relevant questions and use different types of scientific enquiry to answer them. Use straightforward scientific evidence to answer questions or support findings.	Use test results to make predictions and ask further questions through setting up more comparative and fair tests. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Identify scientific evidence that has been used to support or refute ideas or arguments
Observations	Use simple equipment to make close observations. Use observations to answer questions.	Make systematic and careful observations. Take accurate measurements, where appropriate, using standard units. Use a range of equipment including thermometer and data loggers. Identify differences, similarities or changes related to simple scientific ideas and processes	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.
Investigating (performing)	Performing simple tests	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

Working Scientifically (2)

Skills Strand	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Gathering and recording data	<p>Gather and record data to help in answering questions</p>	<p>Gather, recording, classify and present data in a variety of ways to help answer 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>Report and present findings from enquiries, including conclusions, causal relationships and explanations.</p> <p>Use a degree of trust in results, in oral and written forms such as displays and other presentations.</p>
Identifying & classifying	<p>Identify and classify.</p>	<p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	