Teach a child in the way they should go and when they are old, they will not depart from it' Proverbs 22:6

Lacock C of E Primary School
Working Scientifically Progression

	EYFS	KS1	Lower KS2	Upper KS2
Plan 	Make comments about what they have heard and ask questions to clarify their understanding;	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	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
			Set up simple practical enquiries, comparative and fair tests	
Do 	Describe their immediate environment using knowledge from observation, discusiion, stories, non fiction texts and maps.	Observe closely, using simple equipment	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
	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;	Perform simple tests		
	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;	Identify and classify		
	Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.			
Record 	Make use of props and materials when role playing characters in narratives 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	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;		Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	
Review 	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;	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	Use test results to make predictions to set up further comparative and fair tests
	Share their creations, explaining the process they have used;		Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	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
	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.		Identify differences, similarities or changes related to simple scientific ideas and processes	Identify scientific evidence that has been used to support or refute ideas or arguments
			Use straightforward scientific evidence to answer questions or to support their findings	