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| Working Scientifically  Current skills of progression | KS1 | Lower KS2 | Upper KS2 |
| ASKING QUESTIONS AND MAKING PREDICTIONS | I can ask simple scientific questions | I can ask relevant scientific questions  I can make a prediction with a reason | I can read, spell and pronounce scientific vocabulary accurately |
| SETTING UP TESTS | I can carry out simple tests | I can set up a simple enquiry to explore a scientific questions  I can set up a test to compare two things  I can set up a fair test and explain why it is fair | I can plan different types of scientific enquiry  I can control variables in an enquiry |
| OBSERVING AND MEASURING | I can use simple equipment to make observations  I can identify and classify things | I can make careful observations, including the use of standard units  I can use equipment, including thermometers and data loggers to make measurements | I can measure accurately and precisely using a range of equipment |
| RECORDING DATA | I can suggest what I have found out | I can identify differences, similarities and changes related to an enquiry  I can use findings to report in different ways, including oral and written explanations and presentations  I can gather, record, classify and present data in different ways to answer scientific questions  I can use diagrams, keys, bar charts and tables; using scientific language | I can report findings from enquiries in a range of ways  I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs |
| INTERPRETING AND COMMUNICATING RESULTS | I can use simple data to answer questions | I can use observations and knowledge to answer scientific questions  I can draw conclusions and suggest improvements | I can explain a conclusion from an enquiry  I can explain causal relationships in an enquiry  I can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory  I can use the outcomes of test results to make predictions and set up a further comparative fair test |