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| Working ScientificallyCurrent skills of progression | KS1 | Lower KS2 | Upper KS2 |
| ASKING QUESTIONS AND MAKING PREDICTIONS | I can ask simple scientific questions | I can ask relevant scientific questionsI 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 questionsI can set up a test to compare two thingsI can set up a fair test and explain why it is fair | I can plan different types of scientific enquiryI 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 unitsI 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 enquiryI can use findings to report in different ways, including oral and written explanations and presentationsI can gather, record, classify and present data in different ways to answer scientific questionsI can use diagrams, keys, bar charts and tables; using scientific language | I can report findings from enquiries in a range of waysI 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 questionsI can draw conclusions and suggest improvements | I can explain a conclusion from an enquiryI can explain causal relationships in an enquiryI can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theoryI can use the outcomes of test results to make predictions and set up a further comparative fair test |