

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