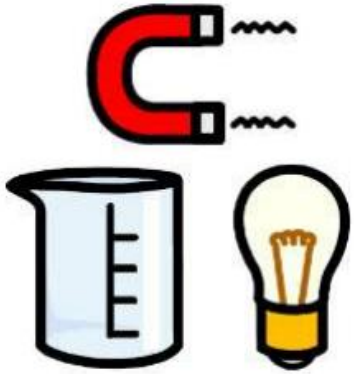

Working Scientifically Progression and End Points

These skills will be covered regularly over cycle A and B.

End of EYFS	End of KS1	End of LKS2	End of UKS2
• To show curiosity about events, people and objects. • To question things that are happening • around me. • To engage in open ended activity (Playing and Exploring). • To take risks, engage in new activities and learn by trial and error. • To find ways to solve problems, find new ways of doing things and test ideas. • To develop ideas of grouping, sequences, cause and effect. • To know about similarities and differences in relation to places, objects, materials and living things. • To comment or ask questions about the place where I live, my immediate • environment and natural world. • To closely observe what animals, people and vehicles do and use my senses to explore the world • To make links and notice patterns in my experiences. • To choose the resources I need for my • activities. • To create simple representations of events, people and objects. • To make observations of plants and animals; explain why some things occur and talk about changes. • To answer 'how' and 'why' questions about my experiences. • To develop my own narratives and explanations by connecting ideas or events. • To build up my vocabulary to reflect the breadth of my experience.	• To ask relevant questions and using different types of scientific enquiries to answer them. • To set up simple practical enquiries, comparative and fair tests. • To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • To gather, record, classify and present data in a variety of ways to help in answer questions. • To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	• To ask relevant questions and using different types of scientific enquiries to answer them. • To set up simple practical enquiries, comparative and fair tests. • To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range • of equipment, including thermometers and data loggers. • To gather, record, classify and present data in a variety of ways to help in answer questions. • To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • To identify differences, similarities or changes related to simple scientific ideas and processes. • To use straightforward scientific evidence to answer questions or to support my findings.	• To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. • To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. • To use test results to make predictions to set up further comparative and fair tests. • To 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 • To identify scientific evidence that has been used to support or refute ideas or arguments.