

## Working Scientifically

	Plan	Do	Record	Review
<b>EYFS</b>	<ul style="list-style-type: none"> <li>choose the resources they need for their chosen activities and say when they do or don't need help</li> </ul>	<ul style="list-style-type: none"> <li>know about similarities and differences in relation to places, objects, materials and living things</li> <li>make observations of animals and plants</li> <li>explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</li> <li>select and use technology for particular purposes</li> </ul>	<ul style="list-style-type: none"> <li>represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</li> </ul>	<ul style="list-style-type: none"> <li>talk about the features of their own immediate environment and how environments might vary from one another</li> <li>explain why some things occur and talk about changes</li> </ul>
<b>KS1</b>	<ul style="list-style-type: none"> <li>ask simple questions and recognising that they can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> </ul>	<ul style="list-style-type: none"> <li>gather and record data to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>use their observations and ideas to suggest answers to questions</li> </ul>
<b>LKS2</b>	<ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> </ul>	<ul style="list-style-type: none"> <li>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers</li> </ul>	<ul style="list-style-type: none"> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	<ul style="list-style-type: none"> <li>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings</li> </ul>
<b>UKS2</b>	<ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> </ul>	<ul style="list-style-type: none"> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> </ul>	<ul style="list-style-type: none"> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>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</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>

Statements taken from: Science programmes of study: key stages 1 and 2, National curriculum in England (2013) DFE Statutory framework for the early years foundation stage (2017) DFE