

Bude Junior Academy Working Scientifically Key

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

	EYFS	EYFS	Lower KS2	Upper KS2
Plan	<ul style="list-style-type: none"> choose the resource they need for their chosen activities and say when they do or don't need help 	<ul style="list-style-type: none"> ask simple questions and recognising that they can be answered in different ways 	<ul style="list-style-type: none"> ask relevant questions and using different types of scientific enquiries to answer them set up simple practical enquiries, comparative and fair 	<ul style="list-style-type: none"> plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
Do	<ul style="list-style-type: none"> know about similarities and differences in relation to places, objects, materials and living things make observations of animals and plants explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. select and use technology for particular purposes 	<ul style="list-style-type: none"> observe closely, using simple equipment perform simple tests identify and classify 	<ul style="list-style-type: none"> make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers 	<ul style="list-style-type: none"> take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Record	<ul style="list-style-type: none"> talk about the features of their own immediate environment and how environments might vary from one another explain why some things occur and talk about changes 	<ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<ul style="list-style-type: none"> record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
Review	<ul style="list-style-type: none"> talk about the features of their own immediate environment and how environments might vary from one another explain why some things occur and talk about changes 	<ul style="list-style-type: none"> use their observations and ideas to suggest answers to questions 	<ul style="list-style-type: none"> report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identify differences, similarities or changes related to simple scientific ideas and processes. use straightforward scientific evidence to answer questions or to support their findings 	<ul style="list-style-type: none"> use test results to make predictions to set up further comparative and fair tests 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 identify scientific evidence that has been used to support or refute ideas or arguments