



Statements taken from Science Programmes of Study: key stages 1 and 2, National curriculum in England (2013) and DFE Statutory framework for the Early Years Foundation Stage (2017) DFE

Skills	EYFS	KS1	Lower KS2	Upper KS2
Ask specific questions	choose the resources they need for their chosen activities and say when they do or don't need help	ask simple questions and recognising that they can be answered in different ways	- ask relevant questions and using different types of scientific enquiries to answer them - set up simple practical enquiries, comparative and fair tests	- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - use test results to make predictions to set up further comparative and fair tests
Plan and set up an enquiry				
Make a prediction (KS2 Only)				
Observe closely	- know about similarities and differences in relation to places, objects, materials and living things - make observations of animals and plants - select and use technology for particular purposes	- observe closely, using simple equipment - perform simple tests - identify and classify	make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers	take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
Take measurements				
Gather and record results	represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	gather and record data to help in answering questions.	- 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 - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - 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
Present results				
Interpret results	- 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	use their observations and ideas to suggest answers to questions	- use their observations and ideas to suggest answers to questions - 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	identify scientific evidence that has been used to support or refute ideas or arguments
Draw a conclusion (KS2 Only)				
Evaluate an enquiry (KS2 Only)				