



Working Scientifically Milestones in Science at St Matthew's Catholic Primary School



	EYFS	KS1	Lower KS2	Upper KS2
PLAN	<ul style="list-style-type: none"> ❖ choose the resources they need for their chosen activities and say when they do or don't need help 	<ul style="list-style-type: none"> ❖ ask simple scientific questions (QUE) ❖ Make basic predictions (PRED) 	<ul style="list-style-type: none"> ❖ ask relevant questions (QUE) ❖ Plan simple practical enquiries (PLAN) ❖ Make predictions based on some previous scientific knowledge (PRED) 	<ul style="list-style-type: none"> ❖ Ask relevant questions (QUE) ❖ plan (in increasing detail) a range of enquiry types (see enquiry types poster) (PLAN) ❖ Make predictions, based on previous scientific knowledge (PRED)
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 (OBS) ❖ perform simple tests (TEST) ❖ identify and classify (ID +CL) ❖ Observation over time (OBS-TIME) 	<ul style="list-style-type: none"> ❖ make systematic and careful observations (OBS) ❖ take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers (MEAS) ❖ Pattern seek (PAT-SEEK) ❖ Observations over time (OBS-TIME) ❖ Research (RES) ❖ Identifying and Classifying (ID+CL) 	<ul style="list-style-type: none"> ❖ Make systematic and careful observations (OBS) ❖ take measurements, using a range of scientific equipment, with increasing accuracy and precision (MEAS) ❖ taking repeat readings when appropriate (MEAS-REP)
RECORD	<ul style="list-style-type: none"> ❖ represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories 	<ul style="list-style-type: none"> ❖ gather and record data to help in answering questions (DATA) ❖ Record finding with simple diagrams (SD) and tables (TABL) 	<ul style="list-style-type: none"> ❖ Record data to help answering questions (DATA) ❖ Record knowledge using labelled scientific diagrams (SD), classification keys (KEYS) bar charts (BAR) and tables (TABL) 	<ul style="list-style-type: none"> ❖ Record data to help answering questions (DATA) ❖ Record knowledge using labelled scientific diagrams (SD), classification keys (KEYS) bar charts (BAR) and tables (TABL) scatter graphs (SCATT) and line graphs (LINE)
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 answer questions (ANS-Q) 	<ul style="list-style-type: none"> ❖ Communicate findings (in form of a conclusion) using simple scientific language either in written or oral form presentations of results and conclusions. Make predictions for future results, suggest improvements and raise further questions (CONC) ❖ use scientific evidence to answer questions or to support their findings (EVID-S) 	<ul style="list-style-type: none"> • Communicate findings (in form of a conclusion) using simple scientific language either in written or oral form presentations of results and conclusions. Make predictions for future results, suggest improvements and raise further questions (CONC) • identify scientific evidence that has been used to support (EVID-S) or refute (EVID-R) ideas or arguments • use test results to make predictions to set up further comparative and fair tests (FUT-TEST)