Working Scientifically Milestones in Science at St Matthew's Catholic Primary School 2023-24

	EYFS	KS1	Lower KS2	Upper KS2
PLAN	❖ choose the resources they need for their chosen activities and say when they do or don't need help	❖ ask simple scientific questions **(QUE)** ❖ **Make basic predictions (PRED)**	❖ ask relevant questions **(QUE)** ❖ Plan simple practical enquiries **(PLAN)** ❖ Make predictions based on some previous scientific knowledge **(PRED)**	❖ 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	❖ 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	❖ observe closely, using simple equipment **(OBS)** ❖ perform simple tests **(TEST)** ❖ identify and classify **(ID +CL)** ❖ Observation over time **(OBS-TIME)** ❖	❖ 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)**	❖ 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)** ❖ **Pattern seek (PAT-SEEK)** ❖ **Observations over time (OBS-TIME)** ❖ **Research (RES)** ❖ **Identifying and Classifying (ID+CL)**
RECORD	❖ 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 **(DATA)** ❖ Record finding with simple diagrams **(SD)** and tables **(TABL)**	❖ Record data to help answering questions **(DATA)** ❖ Record knowledge usin:g labelled scientific diagrams **(SD), classification** keys **(KEYS)** bar charts **(BAR)** and tables **(TABL)**	❖ Record data to help answering questions **(DATA)** ❖ Record knowledge usin:g labelled scientific diagrams **(SD), classification** keys **(KEYS)** bar charts **(BAR)** and tables **(TABL) scatter graphs (SCATT)** and **line graphs (LINE)**
REVIEW	❖ 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 answer questions **(ANS- Q)**	❖ 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)**	● 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)**