

Whitnash Primary School

‘Learning, growing and succeeding together’



Working Scientifically Targets

Working Scientifically Key Stage 1

asking simple questions and recognising that they can be answered in different ways

♣ observing closely, using simple equipment

♣ performing simple tests

♣ identifying and classifying

♣ using their observations and ideas to suggest answers to questions

♣ gathering and recording data to help in answering questions

Working Scientifically Lower Key stage 2 Year 3 and 4

asking relevant questions and using different types of scientific enquiries to answer them

♣ setting up simple practical enquiries, comparative and fair tests

♣ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

♣ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

♣ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

♣ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

♣ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

♣ identifying differences, similarities or changes related to simple scientific ideas and processes

♣ using straightforward scientific evidence to answer questions or to support their findings.

Working Scientifically Upper Key Stage Two Year 5 and 6

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

♣ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

♣ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

♣ using test results to make predictions to set up further comparative and fair tests

♣ reporting and presenting 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

♣ identifying scientific evidence that has been used to support or refute ideas or arguments.