

Monks Coppenhall Academy

Science Curriculum Overview 2023- 24

	<u>AUTUMN</u>	<u>SPRING</u>	<u>SUMMER</u>
<u>Year 1</u>	<p>Seasonal change - Autumn to Winter</p> <ul style="list-style-type: none"> To observe how the weather changes across the seasons. To observe and describe how the day length varies, gather and record data. <p>Materials</p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock To describe the simple physical properties of a variety of everyday materials To compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Questioning and enquiry planning</p> <ul style="list-style-type: none"> To ask simple questions about the world around us. To begin to recognise that they can be answered in different ways <p>Observing and measuring</p> <ul style="list-style-type: none"> To begin to observe closely, using simple equipment To use simple observations and ideas to suggest answers to questions. To begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with support (eg hand lenses and egg timers) To begin to progress from non-standard units, reading cl, °C <p>Reading and Recording Findings</p> <ul style="list-style-type: none"> To gather and record data with some adult support, to help in answering questions. To begin to record simple data. To begin to record and communicate their findings in a range of ways. To show my results in a simple table that my teacher has provided <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare objects, materials and, with help, decide how to sort and group them. <p>Researching</p> <ul style="list-style-type: none"> To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help. 	<p>Seasonal change- Spring</p> <ul style="list-style-type: none"> To observe how the weather changes across the seasons. To observe and describe how the day length varies, gather and record data. <p>Animals including humans</p> <ul style="list-style-type: none"> To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Questioning and enquiry planning</p> <ul style="list-style-type: none"> To ask simple questions about the world around us. To begin to recognise that they can be answered in different ways <p>Observing and measuring</p> <ul style="list-style-type: none"> To begin to observe closely, using simple equipment. To use simple observations and ideas to suggest answers to questions. To begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with support (eg hand lenses and egg timers) To begin to progress from non-standard units, reading cm, m, cl, l, °C <p>Reading and Recording Findings</p> <ul style="list-style-type: none"> To gather and record data with some adult support, to help in answering questions. To begin to record simple data. To begin to record and communicate their findings in a range of ways. To show my results in a simple table that my teacher has provided <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare living things and, with help, decide how to sort and group them. <p>Researching</p> <ul style="list-style-type: none"> To begin to use simple secondary sources to find answers. 	<p>Seasonal Change - Summer</p> <ul style="list-style-type: none"> To observe how the weather changes across the seasons. To observe and describe how the day length varies, gather and record data. <p>Plants</p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees <p>Questioning and enquiry planning</p> <ul style="list-style-type: none"> To ask simple questions about the world around us. To begin to recognise that they can be answered in different ways <p>Observing and measuring</p> <ul style="list-style-type: none"> To begin to observe closely, using simple equipment. To use simple observations and ideas to suggest answers to questions. To observe simple changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with support (eg hand lenses and egg timers) To begin to progress from non-standard units, reading cm, m, cl, l, °C <p>Reading and Recording Findings</p> <ul style="list-style-type: none"> To gather and record data with some adult support, to help in answering questions. To begin to record simple data. To begin to record and communicate their findings in a range of ways. To show my results in a simple table that my teacher has provided <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To identify and classify with some support. To begin to observe and identify, compare and describe. To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. <p>Researching</p> <ul style="list-style-type: none"> To begin to use simple secondary sources to find answers. To begin to find information to help me from books and computers with help.

		<ul style="list-style-type: none"> To begin to find information to help me from books and computers with help. 	
<p>Year 2</p>	<p>Materials</p> <ul style="list-style-type: none"> To know the different uses of everyday materials To investigate the properties of everyday materials and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. To identify and compare the suitability of a variety of everyday materials for particular uses <p>Plants</p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Autumn/Winter seasons). To observe and describe how seeds and bulbs grow into plants. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask questions about the world around us. To recognise that they can be answered in different ways <p>Observing and measuring</p> <ul style="list-style-type: none"> To observe closely, using simple equipment with increasing independence. To use observations and ideas to suggest answers to questions. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. <p>Investigating</p> <ul style="list-style-type: none"> To perform simple tests. To discuss my ideas about how to find things out. To say what happened in my investigation. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To gather and record data to help in answering questions. To record simple data. To record and communicate findings in a range of ways. To show results in a table that my teacher has provided. <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To identify and classify, observe and identify, compare and describe. To use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. <p>Conclusions</p> <ul style="list-style-type: none"> To talk about what they have found out and how they found it out. To say what happened in my investigation. To say whether I was surprised at the results or not. 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> To understand for humans the importance of exercise, eating the right amount of different types of food, and hygiene. To sort and classify the different types of food. To investigate the basic needs of animals including humans. To know that animals including humans have young that grow into adults. To complete a simple life cycle. <p>Plants</p> <ul style="list-style-type: none"> To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Winter/Spring seasons). <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask questions about the world around us. To recognise that they can be answered in different ways <p>Observing and measuring</p> <ul style="list-style-type: none"> To observe closely, using simple equipment. To use observations and ideas to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with increasing independence <p>Investigating</p> <ul style="list-style-type: none"> To perform simple tests. To discuss my ideas about how to find things out. To say what happened in my investigation. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To gather and record data to help in answering questions. To record simple data. To record and communicate findings in a range of ways. To show results in a table that my teacher has provided. <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To identify and classify, observe and identify, compare and describe. To use simple features to compare living things and, with help, decide how to sort and group them. <p>Researching</p> <ul style="list-style-type: none"> To use simple secondary sources to find answers. To find information from books and computers with help <p>Conclusions</p> <ul style="list-style-type: none"> To talk about what they have found out and how they found it out. To say what happened in my investigation. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> To explore and compare the differences between living, never lived and once lived. To ask questions and begin to know that they can be answered in different ways. To perform simple tests, observing closely using simple equipment, to suggest answers to questions. To record what has been found out. To identify a range of habitats including the animals and plants that live within the habitat, including microhabitats. To explore and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other. To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of foods <p>Plants</p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants. To investigate the conditions needed for a plant to grow and stay healthy – water, light and a suitable temperature. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask questions about the world around us. To recognise that they can be answered in different ways <p>Observing and measuring</p> <ul style="list-style-type: none"> To observe closely, using simple equipment. To use observations and ideas to suggest answers to questions. To observe changes over time and, with guidance, begin to notice patterns and relationships. To say what I am looking for and what I am measuring. To know how to use simple equipment safely. To use simple measurements and equipment with increasing independence To begin to progress from non-standard units <p>Investigating</p> <ul style="list-style-type: none"> To perform simple tests. To discuss ideas about how to find things out. To say what happened in my investigation. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To gather and record data to help in answering questions. To record simple data. To record and communicate their findings in a range of ways. To show results in a table that my teacher has provided. <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To identify and classify, observe and identify, compare and describe.

		<ul style="list-style-type: none"> To say whether I was surprised at the results or not. To say what I would change about my investigation 	<ul style="list-style-type: none"> To use simple features to compare objects, materials and living things and, with help, decide how to sort and group them. <p>Researching</p> <ul style="list-style-type: none"> To use simple secondary sources to find answers. To find information from books and computers with help <p>Conclusions</p> <ul style="list-style-type: none"> To talk about what they have found out and how they found it out. To say what happened in my investigation. To say whether I was surprised at the results or not. To say what I would change about my investigation
<p>Year 3</p>	<p>Forces and Magnets</p> <ul style="list-style-type: none"> To compare how things move on different surfaces. To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. To describe magnets as having 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <p>Rocks and Soils</p> <ul style="list-style-type: none"> To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. To describe in simple terms how fossils are formed when things that have lived are trapped within rock. To recognise that soils are made from rocks and organic matter. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask some relevant questions and use different types of scientific enquiries to answer them. To begin to explore everyday phenomena and the relationships between living things and familiar environments. To begin to develop their ideas about functions, relationships and interactions. To begin to raise their own questions about the world around them. To begin to make some decisions about which types of enquiry will be the best way of answering questions. <p>Observing and measuring</p> <ul style="list-style-type: none"> To begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. 	<p>Animals Including Humans</p> <ul style="list-style-type: none"> To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. To identify that humans and some other animals have skeletons and muscles for support, protection and movement. <p>Light</p> <ul style="list-style-type: none"> To recognise that they need light in order to see things and that dark is the absence of light. To notice that light is reflected from surfaces. To recognise that light from the sun can be dangerous and that there are ways to protect their eyes. To recognise that shadows are formed when the light from a light source is blocked by an opaque object. To find patterns in the way that the size of shadows change. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask some relevant questions and use different types of scientific enquiries to answer them. To begin to explore everyday phenomena and the relationships between living things and familiar environments. To begin to develop their ideas about functions, relationships and interactions. To begin to raise their own questions about the world around them. Begin to make some decisions about which types of enquiry will be the best way of answering questions. <p>Observing and measuring</p> <ul style="list-style-type: none"> To begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. To help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To learn to use some new equipment appropriately (e.g. data loggers). To begin to see a pattern in my results. To begin to choose from a selection of equipment. 	<p>Plants</p> <ul style="list-style-type: none"> To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. To investigate the way in which water is transported within plants. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask some relevant questions and use different types of scientific enquiries to answer them. To begin to explore everyday phenomena and the relationships between living things and familiar environments. To begin to develop their ideas about functions, relationships and interactions. To begin to raise their own questions about the world around them. To begin to make some decisions about which types of enquiry will be the best way of answering questions. <p>Observing and measuring</p> <ul style="list-style-type: none"> To begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them. To help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To learn to use some new equipment appropriately (e.g. data loggers). To begin to see a pattern in my results. To begin to choose from a selection of equipment. To begin to observe and measure accurately using standard units including time in minutes and seconds.

- To learn to use some new equipment appropriately (e.g. data loggers).
- To begin to see a pattern in my results.
- To begin to choose from a selection of equipment.
- To begin to observe and measure accurately using standard units including time in minutes and seconds.

Investigating

- To set up some simple practical enquiries, comparative and fair tests.
- To begin to recognise when a simple fair test is necessary and help to decide how to set it up.
- To begin to think of more than one variable factors.

Recording and Reporting Findings

- To gather, record, and begin to classify and present data in a variety of ways to help in answering questions.
- To begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- To begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.
- To begin to record results in tables and bar charts.

Identifying, Grouping and Classifying

- To begin to identify differences, similarities or changes related to simple scientific ideas and processes.
- To begin to talk about criteria for grouping, sorting and classifying and use simple keys.
- To begin to compare and group according to behaviour or properties, based on testing.

Researching

- To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.

Conclusions

- To begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To begin to use straightforward scientific evidence to answer questions or to support their findings.
- To begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
- To begin to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.
- To begin to see patterns in my results.
- To begin to say what I found out, linking cause and effect.
- To begin to say how I could make it better.
- To begin to answer questions from what I have found out.

- To begin to observe and measure accurately using standard units including time in minutes and seconds.

Investigating

- To set up some simple practical enquiries, comparative and fair tests.
- To begin to recognise when a simple fair test is necessary and help to decide how to set it up.
- To begin to think of more than one variable factors.

Recording and Reporting Findings

- To gather, record, and begin to classify and present data in a variety of ways to help in answering questions.
- To begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- To begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.
- To begin to record results in tables and bar charts.

Identifying, Grouping and Classifying

- To begin to identify differences, similarities or changes related to simple scientific ideas and processes.
- To begin to talk about criteria for grouping, sorting and classifying and use simple keys.
- To begin to compare and group according to behaviour or properties, based on testing.

Researching

- To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.

Conclusions

- To begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To begin to use straightforward scientific evidence to answer questions or to support their findings.
- To begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
- To begin to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.
- To begin to see patterns in my results.
- To begin to say what I found out, linking cause and effect.
- To begin to say how I could make it better.
- To begin to answer questions from what I have found out.

Investigating

- To set up some simple practical enquiries, comparative and fair tests.
- To begin to recognise when a simple fair test is necessary and help to decide how to set it up.
- To begin to think of more than one variable factors.

Recording and Reporting Findings

- To gather, record, and begin to classify and present data in a variety of ways to help in answering questions.
- To begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- To begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- To begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.
- To begin to record results in tables and bar charts.

Identifying, Grouping and Classifying

- To begin to identify differences, similarities or changes related to simple scientific ideas and processes.
- To begin to talk about criteria for grouping, sorting and classifying and use simple keys.
- To begin to compare and group according to behaviour or properties, based on testing.

Researching

- To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.

Conclusions

- To begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- To begin to use straightforward scientific evidence to answer questions or to support their findings.
- To begin to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
- To begin to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.
- To begin to see patterns in my results.
- To begin to say what I found out, linking cause and effect.
- To begin to say how I could make it better.
- To begin to answer questions from what I have found out.

<p>Year 4</p>	<p>Sound</p> <ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it. To recognise that sounds get fainter as the distance from the sound source increases <p>All Living Things</p> <ul style="list-style-type: none"> To recognise that living things can be grouped in a variety of ways To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment To recognise that environments can change and that this can sometimes pose dangers to living things. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask relevant questions and use different types of scientific enquiries to answer them. To explore everyday phenomena and the relationships between living things and familiar environments. To begin to develop their ideas about functions, relationships and interactions. To raise their own questions about the world around them. To make some decisions about which types of enquiry will be the best way of answering questions. <p>Observing and measuring</p> <ul style="list-style-type: none"> To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To begin to look for naturally occurring patterns and relationships and decide what data to collect and to identify them. To help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To learn to use new equipment appropriately E.G (Data Loggers) To see a pattern in my results To choose from a selection of equipment To observe and measure accurately using standard units, including time in minutes and seconds. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> To describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions To construct and interpret a variety of food chains, identifying producers, predators and prey. <p>States of Matter</p> <ul style="list-style-type: none"> To compare and group materials together, according to whether they are solids, liquids or gases. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask relevant questions and use different types of scientific enquiries to answer them. To explore everyday phenomena and the relationships between living things and familiar environments. To begin to develop their ideas about functions, relationships and interactions. To raise their own questions about the world around them. To make some decisions about which types of enquiry will be the best way of answering questions. <p>Observing and measuring</p> <ul style="list-style-type: none"> To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To begin to look for naturally occurring patterns and relationships and decide what data to collect and to identify them. To help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To learn to use new equipment appropriately E.G (Data Loggers) To see a pattern in my results To choose from a selection of equipment To observe and measure accurately using standard units, including time in minutes and seconds. <p>Investigating</p> <ul style="list-style-type: none"> To set up simple practical enquires, comparative and fair tests. 	<p>Electricity</p> <ul style="list-style-type: none"> To identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To ask relevant questions and use different types of scientific enquiries to answer them. To explore everyday phenomena and the relationships between living things and familiar environments. To begin to develop their ideas about functions, relationships and interactions. To raise their own questions about the world around them. To make some decisions about which types of enquiry will be the best way of answering questions. <p>Observing and measuring</p> <ul style="list-style-type: none"> To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To begin to look for naturally occurring patterns and relationships and decide what data to collect and to identify them. To help make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used. To learn to use new equipment appropriately E.G (Data Loggers) To see a pattern in my results To choose from a selection of equipment To observe and measure accurately using standard units, including time in minutes and seconds. <p>Investigating</p> <ul style="list-style-type: none"> To set up simple practical enquires, comparative and fair tests. To recognise when a simple fair test is necessary and help to decide how to set it up To think of more than one variable factor. <p>Recording and Reporting Findings</p>

	<p>Investigating</p> <ul style="list-style-type: none"> To set up simple practical enquires, comparative and fair tests. To recognise when a simple fair test is necessary and help to decide how to set it up To think of more than one variable factor. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To gather, record, classify and present data in a variety of ways to help in answering questions. To record finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. To report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. To use notes, simple tables and standard units and help to decide how to record and analyse their data. To record results in tables and bar charts. <p>Identifying, grouping and classifying</p> <ul style="list-style-type: none"> To identify differences, similarities or changes related to simple scientific ideas and processes. To talk about criteria for grouping, sorting and classifying and use simple keys. To compare and group according to behaviour or properties based on testing. <p>Researching</p> <ul style="list-style-type: none"> To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. <p>Conclusions</p> <ul style="list-style-type: none"> To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. To use straightforward scientific evidence to answer questions or to support their findings. To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions (with help). To identify new questions arising from the data, make new predictions and find ways of improving what they have already done (with support). To see a pattern in my results. To see what I found out, linking cause and effect. To say how I could make it better. To answer questions from what I have found out. 	<ul style="list-style-type: none"> To recognise when a simple fair test is necessary and help to decide how to set it up To think of more than one variable factor. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To gather, record, classify and present data in a variety of ways to help in answering questions. To record finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. To report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. To use notes, simple tables and standard units and help to decide how to record and analyse their data. To record results in tables and bar charts. <p>Identifying, grouping and classifying</p> <ul style="list-style-type: none"> To identify differences, similarities or changes related to simple scientific ideas and processes. To talk about criteria for grouping, sorting and classifying and use simple keys. To compare and group according to behaviour or properties based on testing. <p>Researching</p> <ul style="list-style-type: none"> To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. <p>Conclusions</p> <ul style="list-style-type: none"> To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. To use straightforward scientific evidence to answer questions or to support their findings. To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions (with help). To identify new questions arising from the data, make new predictions and find ways of improving what they have already done (with support). To see a pattern in my results. To see what I found out, linking cause and effect. To say how I could make it better. To answer questions from what I have found out. 	<ul style="list-style-type: none"> To gather, record, classify and present data in a variety of ways to help in answering questions. To record finding using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. To report on findings from enquires, including oral and written explanations, displays or presentations of results and conclusions. To use notes, simple tables and standard units and help to decide how to record and analyse their data. To record results in tables and bar charts. <p>Identifying, grouping and classifying</p> <ul style="list-style-type: none"> To identify differences, similarities or changes related to simple scientific ideas and processes. To talk about criteria for grouping, sorting and classifying and use simple keys. To compare and group according to behaviour or properties based on testing. <p>Researching</p> <ul style="list-style-type: none"> To begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations. <p>Conclusions</p> <ul style="list-style-type: none"> To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. To use straightforward scientific evidence to answer questions or to support their findings. To look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions (with help). To identify new questions arising from the data, make new predictions and find ways of improving what they have already done (with support). To see a pattern in my results. To see what I found out, linking cause and effect. To say how I could make it better. To answer questions from what I have found out.
<p>Year 5</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> To describe the movement of the Earth, and other planets, relative to the Sun in the solar system. To describe the movement of the Moon relative to the Earth To describe the Sun, Earth and Moon as approximately spherical bodies. To use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets To know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. 	<p>Animals including Humans</p> <ul style="list-style-type: none"> To describe the changes as humans develop to old age. <p>Living things and their Habitats</p> <ul style="list-style-type: none"> To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. To describe the life process of reproduction in some plants and animals.

	<p>Forces</p> <ul style="list-style-type: none"> To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. To identify the effects of air resistance, water resistance and friction, that act between moving surfaces. To recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. To begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. To begin to recognise scientific ideas change and develop over time. To begin to select the most appropriate ways to answer science questions using different types of scientific enquiry <p>Observing and Measuring</p> <ul style="list-style-type: none"> To begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. To begin to identify patterns that might be found in the natural environment. To begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To choose the most appropriate equipment and explain how to use it accurately. To begin to interpret data and find patterns. To select equipment on my own. Can make a set of observations and say what the interval and range are. To begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line. <p>Investigating</p> <ul style="list-style-type: none"> To begin to use test results to make predictions to set up further comparative and fair tests. To begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. To begin to suggest improvements to my method and give reasons. To begin to decide when it is appropriate to do a fair test. <p>Recording and Reporting Findings</p>	<ul style="list-style-type: none"> To use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. To demonstrate that dissolving, mixing and changes of state are reversible changes. To explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. <p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. To begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. To begin to recognise scientific ideas change and develop over time. To begin to select the most appropriate ways to answer science questions using different types of scientific enquiry <p>Observing and Measuring</p> <ul style="list-style-type: none"> To begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. To begin to identify patterns that might be found in the natural environment. To begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To choose the most appropriate equipment and explain how to use it accurately. To begin to interpret data and find patterns. To select equipment on my own. Can make a set of observations and say what the interval and range are. To begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line. <p>Investigating</p> <ul style="list-style-type: none"> To begin to use test results to make predictions to set up further comparative and fair tests. To begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. To begin to suggest improvements to my method and give reasons. To begin to decide when it is appropriate to do a fair test. 	<p>Questioning and Enquiry Planning</p> <ul style="list-style-type: none"> To begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. To begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. To begin to recognise scientific ideas change and develop over time. To begin to select the most appropriate ways to answer science questions using different types of scientific enquiry <p>Observing and Measuring</p> <ul style="list-style-type: none"> To begin to identify patterns that might be found in the natural environment. To begin to make their own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To begin to interpret data and find patterns. <p>Investigating</p> <ul style="list-style-type: none"> To begin to suggest improvements to my method and give reasons. To begin to decide when it is appropriate to do a fair test. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. To begin to report and present findings from enquiries. To begin to decide how to record data from a choice of familiar approaches. To begin to choose how best to present data <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To begin to use and develop keys and other information records to identify, classify and describe living things and materials. <p>Researching</p> <ul style="list-style-type: none"> To begin to recognise which secondary sources will be most useful to research their ideas. <p>Conclusions</p> <ul style="list-style-type: none"> To begin to 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. To begin to identify scientific evidence that has been used to support or refute ideas or arguments. To begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To begin to separate opinion from fact.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> To begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. To begin to report and present findings from enquiries. To begin to decide how to record data from a choice of familiar approaches. To begin to choose how best to present data <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To begin to use and develop keys and other information records to identify, classify and describe living things and materials. <p>Researching</p> <ul style="list-style-type: none"> To begin to recognise which secondary sources will be most useful to research their ideas. <p>Conclusions</p> <ul style="list-style-type: none"> To begin to 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. To begin to identify scientific evidence that has been used to support or refute ideas or arguments. To begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. To begin to use test results to make predictions to set up further comparatives and fair tests. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To use their results to identify when further tests and observations are needed. To begin to separate opinion from fact. To begin to draw conclusions and identify scientific evidence. To use simple models. To know which evidence proves a scientific point. To begin to use test results to make predictions to set up further comparative and fair tests. 	<p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs. To begin to report and present findings from enquiries. To begin to decide how to record data from a choice of familiar approaches. To begin to choose how best to present data <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To begin to use and develop keys and other information records to identify, classify and describe living things and materials. <p>Researching</p> <ul style="list-style-type: none"> To begin to recognise which secondary sources will be most useful to research their ideas. <p>Conclusion</p> <ul style="list-style-type: none"> To begin to 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. To begin to identify scientific evidence that has been used to support or refute ideas or arguments. To begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings. To begin to use test results to make predictions to set up further comparatives and fair tests. To begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas. To use results to identify when further tests and observations are needed. To begin to separate opinion from fact. To begin to draw conclusions and identify scientific evidence. To use simple models. To know which evidence proves a scientific point. To begin to use test results to make predictions to set up further comparative and fair tests. 	<ul style="list-style-type: none"> To begin to draw conclusions and identify scientific evidence. Know which evidence proves a scientific point.
<p>Year 6</p>	<p>All living things and their habitats</p> <ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences including micro-organisms, plants and animals. To give reasons for classifying plants and animals based on specific characteristics. To describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum. To group and classify things and recognise patterns. 	<p>Evolution and inheritance</p> <ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>Animals including humans</p> <ul style="list-style-type: none"> To identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood. To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies functions. To follow Sex and Relationships Education Week. To use appropriate scientific language and ideas to explain. To record data, take measurements and results of increasing complexity using scientific diagrams. To report and present findings, including conclusions.

	<p>Light</p> <ul style="list-style-type: none"> To recognise that light appears to travel in straight lines. To use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. To explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. To report and present findings from enquiries in oral and written forms (working scientifically). <p>Questioning and Enquiry planning</p> <ul style="list-style-type: none"> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. To begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. To begin to recognise scientific ideas change and develop over time. To select the most appropriate ways to answer science questions using different types of scientific enquiry. <p>Observing and Measuring</p> <ul style="list-style-type: none"> To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. To identify patterns that might be found in the natural environment. To make own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To choose the most appropriate equipment and explain how to use it accurately. To interpret data and find patterns. To select equipment on my own. To make a set of observations and say what the interval and range are accurate and precise measurements. <p>Investigating</p> <ul style="list-style-type: none"> To use test results to make predictions to set up further comparative fair tests. To recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. To suggest improvements to my method and give reasons. To decide when it is appropriate to do a fair test. <p>Recording and Reporting Findings</p>	<ul style="list-style-type: none"> To identify scientific evidence that has been used to support or refute arguments. <p>Electricity</p> <ul style="list-style-type: none"> To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. To compare and give reasons for variations in how components function, including the brightness of bulbs and the loudness of buzzers. To use recognised symbols when representing a simple circuit in a diagram. To plan different types of scientific enquiries to answer their own questions recognising and controlling variables. <p>Questioning and Enquiry planning</p> <ul style="list-style-type: none"> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. To begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. To begin to recognise scientific ideas change and develop over time. To select the most appropriate ways to answer science questions using different types of scientific enquiry. <p>Observing and Measuring</p> <ul style="list-style-type: none"> To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. To identify patterns that might be found in the natural environment. To make own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To choose the most appropriate equipment and explain how to use it accurately. To interpret data and find patterns. To select equipment on my own. To make a set of observations and say what the interval and range are accurate and precise measurements. <p>Investigating</p> <ul style="list-style-type: none"> To use test results to make predictions to set up further comparative fair tests. To recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. To suggest improvements to my method and give reasons. To decide when it is appropriate to do a fair test. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To record data and results of increasing complexity using scientific diagrams and labels classification keys, tables and bar and line graphs. To report and present findings from enquiries. 	<ul style="list-style-type: none"> To circulation, diet, drugs, nutrients and water. To describe ways in which nutrients and water are transported within animals, including humans. To report and present findings, including conclusions. <p>Questioning and Enquiry planning</p> <ul style="list-style-type: none"> To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. To explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically. To begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates. To begin to recognise scientific ideas change and develop over time. To select the most appropriate ways to answer science questions using different types of scientific enquiry. <p>Observing and Measuring</p> <ul style="list-style-type: none"> To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate. To identify patterns that might be found in the natural environment. To make own decisions about what observations to make, what measurements to use and how long to make them for and whether to repeat them. To choose the most appropriate equipment and explain how to use it accurately. To interpret data and find patterns. To select equipment on my own. To make a set of observations and say what the interval and range are accurate and precise measurements. <p>Investigating</p> <ul style="list-style-type: none"> To use test results to make predictions to set up further comparative fair tests. To recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why. To suggest improvements to my method and give reasons. To decide when it is appropriate to do a fair test. <p>Recording and Reporting Findings</p> <ul style="list-style-type: none"> To record data and results of increasing complexity using scientific diagrams and labels classification keys, tables and bar and line graphs. To report and present findings from enquiries. To decide how to record data from a choice of familiar approaches. To choose how best to present data <p>Identifying, Grouping and Classifying</p> <ul style="list-style-type: none"> To use and develop keys and other information records to identify, classify and describe living things and materials.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- To record data and results of increasing complexity using scientific diagrams and labels classification keys, tables and bar and line graphs.
- To report and present findings from enquiries.
- To decide how to record data from a choice of familiar approaches.
- To choose how best to present data

Identifying, Grouping and Classifying

- To use and develop keys and other information records to identify, classify and describe living things and materials.

Researching

- To recognise which secondary sources will be most useful to research their ideas.

Conclusions

- To 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.
- To identify scientific evidence that has been used to support or refute ideas or arguments.
- To draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.
- To test results to make predictions to set up further comparatives and fair tests.
- To look for different causal relationships in their data and identify evidence that refutes or supports their ideas.
- To use results to identify when further tests and observations are needed.
- To separate opinion from fact.
- To draw conclusions and identify scientific evidence.
- To use simple models.
- To know which evidence proves a scientific point.
- To use test results to: make predictions to set up further comparative and fair tests.

- To decide how to record data from a choice of familiar approaches.
- To choose how best to present data

Researching

- To recognise which secondary sources will be most useful to research their ideas.

Conclusions

- To 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.
- To identify scientific evidence that has been used to support or refute ideas or arguments.
- To draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.
- To use test results to make predictions to set up further comparatives and fair tests.
- To look for different causal relationships in their data and identify evidence that refutes or supports their ideas.
- To use results to identify when further tests and observations are needed.
- To separate opinion from fact.
- To draw conclusions and identify scientific evidence.
- To use simple models.
- To know which evidence proves a scientific point.
- To use test results to: make predictions to set up further comparative and fair tests.

Researching

- To recognise which secondary sources will be most useful to research their ideas.

Conclusions

- To 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.
- To identify scientific evidence that has been used to support or refute ideas or arguments.
- To draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.
- To use test results to make predictions to set up further comparatives and fair tests.
- To look for different causal relationships in their data and identify evidence that refutes or supports their ideas.
- To use their results to identify when further tests and observations are needed.
- To separate opinion from fact.
- To draw conclusions and identify scientific evidence.
- To use simple models.
- To know which evidence proves a scientific point.
- To use test results to: make predictions to set up further comparative and fair tests.