

Brierley CE (VC)Primary School Science Primary Knowledge Curriculum Progression in skills – Working Scientifically

KEY: End Points



	HT1	HT2	HT3	HT4	HT5	HT6		
FS2	Asking Questions & Planning	Asking Questions & Planning	Asking Questions & Planning	Asking Questions & Planning	HT5 & 6	Investigating		
	To know and understand 'why'	To know how to ask questions to	To know how to ask questions to	To know how to ask questions to	Investigating	To know how to explore the		
	questions/	find out more and to check what	find out more and to check what	find out more and to check what	To know how to explore the	natural world around them.		
	Investigating	has been said to them.	has been said to them.	has been said to them.	natural world around them.	To know how to describe what		
	To know how to use all their	To know how to use talk to work	To know how to use talk to work	To know how to use talk to work	To know how to describe what	they see, hear and feel while they		
	senses in hands-on exploration of	out problems and <mark>organise</mark>	out problems and <mark>organise</mark>	out problems and organise	they see, hear and feel while they	are outside.		
	<mark>natural materials</mark> .	thinking and <mark>activities</mark> .	thinking and activities.	thinking and activities.	<mark>are outside.</mark>	Concluding & Reviewing		
	Concluding & Reviewing	Investigating	Investigating	Investigating	Concluding & Reviewing	To know how to make comments		
	To know how to talk about what	To know how to describe what	To know how to describe what	To know how to describe what	To know how to make comments	about what they have heard and		
	<mark>they see,</mark>	they see, hear and feel while they	they see, hear and feel while they	they see, hear and feel while they	about what they have heard and	ask questions to clarify their		
	Scientific language	are outside.	are outside.	are outside.	ask questions to clarify their	<mark>understanding</mark> .		
	To use a wider scientific	To know how to describe events	To know how to describe events	To know how to describe events	<mark>understanding</mark> .	Scientific language		
	<mark>vocabulary.</mark>	in some detail.	<mark>in some detail.</mark>	<mark>in some detail.</mark>	Scientific language	To know how to use new		
		Concluding & Reviewing	Concluding & Reviewing	Concluding & Reviewing	To know how to use new	scientific vocabulary in different		
		To know how to explain how	To know how to explain how	To know how to explain how	scientific vocabulary in different	contexts.		
		things work and why they might	things work and why they might	things work and why they might	<mark>contexts.</mark>			
		happen.	happen.	<mark>happen.</mark>				
		To know how to articulate their	To know how to articulate their	To know how to articulate their				
		ideas and thoughts in well-	ideas and thoughts in well-	ideas and thoughts in well-				
		formed sentences.	formed sentences.	formed sentences.				
		Scientific language	Scientific language	Scientific language				
		To know new scientific	To know new scientific	To know how to use <mark>new</mark>				
		vocabulary.	<mark>vocabulary.</mark>	scientific vocabulary in different				
				contexts.				
Y1	The Human Body	Animals and their Needs	Seasons & Weather	Taking Care of the Earth	<u>Plants</u>	Materials & Magnets		
	Investigating	Identifying, Grouping &	Asking Questions & Planning	Identifying, Grouping &	Asking Questions & Planning	Investigating		
	To make observations and use	Classifying	To ask simple questions and	Classifying	To ask simple questions and	To observe closely and use simple		
	<mark>simple equipment</mark>	To identify and classify living	recognise they can be answered	To identify and classify resources	recognise they can be answered	<mark>equipment with some</mark>		
	To perform simple tests with	things,	in different ways	To record and communicate their	Investigating	<mark>independence</mark>		
	guidance	To use simple features to compare	Investigating	findings in a range of ways	To observe closely and use	To gather and record data to help		
	Identifying, Grouping &	living things and with help decide	To observe closely using different	Research	<mark>appropriate equipment</mark>	in answering questions		
	Classifying	how to sort and group them.	<mark>equipment</mark>	To ask people questions and use	To perform simple tests	Identifying, Grouping &		
	To identify and classify	To record and communicate their	To gather and record data to help	simple secondary sources to find	To gather and record data to help	Classifying		
		findings in a range of ways	answer questions	answers,	answer questions	To identify and classify materials		
			To use simple measurements and		To use simple measurements and	To use simple features to compare		
			equipment to gather data		equipment to gather data	and sort materials		

	Research To ask people questions and use simple secondary sources to find answers Scientific Language Use simple scientific vocabulary related to the human body, senses and working scientifically and begin to use it in context	Concluding & Reviewing To use their observations and ideas to suggest answers to questions Scientific Language Use simple scientific vocabulary related to different animals and their needs and working scientifically and begin to use it in context	To record simple data To record and communicate their findings in a range of ways Concluding & Reviewing To use their observations and ideas to suggest answers to questions To talk about what they have found out and how they found out Scientific Language Use simple scientific vocabulary related to the seasons, weather and working scientifically and begin to use it in context	Scientific Language Use simple scientific vocabulary related to taking care of the environment and working scientifically and begin to use it in context	To record and communicate their findings in a range of ways Identifying, Grouping & Classifying To use simple features to compare plants and with help decide how to sort and group them. Concluding & Reviewing To use their observations and ideas to suggest answers to questions. To begin to notice (with help) patterns and relationships To talk about what they have found out Scientific Language Use simple scientific vocabulary related to plants (including trees) and working scientifically and begin to use it in context	To record and communicate their findings in a range of ways Concluding & Reviewing To begin to notice (with help) patterns and relationships Scientific Language Use simple scientific vocabulary related to different materials, magnets and working scientifically and begin to use it in context
Y2	The Human Body Asking Questions & Planning To ask simple questions and recognise they can be answered in different ways Research To ask people questions and use simple secondary sources to find answers Record and communicate findings in a range of ways Scientific Language Use simple scientific vocabulary related to the human body and working scientifically and begin to use it in context	Living Things in their Environment Asking Questions & Planning To ask simple questions and recognise they can be answered in different ways Investigating To gather and record data to help answer questions Scientific Language Use simple scientific vocabulary related to living things in their environments and working scientifically and begin to use it in context	Electricity Identifying, Grouping & Classifying To identify and classify Record and communicate findings in a range of ways Research To ask people questions and use simple secondary sources to find answers Scientific Language Use simple scientific vocabulary related to electricity and working scientifically and begin to use it in context	Plants Asking Questions & Planning To ask simple questions and recognise they can be answered in different ways Investigating To observe closely using simple equipment To perform simple tests To use their observations and ideas to suggest answers to questions To gather and record data to help in answering questions To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways Concluding & Reviewing To talk about what they have found out and how they found out	Materials & Magnets Investigating To observe closely using simple equipment and with increasing independence To perform simple tests To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions. To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways. Concluding & Reviewing To talk about what they have found out and how they found out Scientific Language Use simple scientific vocabulary related to different materials, states of matter and working	Astronomy Asking Questions & Planning To ask simple questions and recognise they can be answered in different ways. Investigating To observe closely using simple equipment with independence To perform simple tests To use their observations and ideas to suggest answers to questions. To gather and record data to help in answering questions To use simple measurements and equipment to gather data To record and communicate their findings in a range of ways. Identifying, Grouping & Classifying To identify and classify resources. To record and communicate their findings in a range of ways.

				Scientific Language Use simple scientific vocabulary related to growing plants and working scientifically and begin to use it in context	scientifically and begin to use it in context	Concluding & Reviewing To talk about what they have found out and how they found out Scientific Language Use simple scientific vocabulary related to the solar system and working scientifically and begin to use it in context
Y3	The Human Body Asking Questions & Planning To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Investigating To gather, record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identifying, Grouping & Classifying To talk about criteria for grouping, sorting and classifying; and use simple keys To identify differences, similarities or changes related to simple scientific ideas and processes. Reporting, Concluding & Reviewing To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions To use results to draw simple conclusions, make predictions for new values, suggest	Cycles in Nature Investigating To use new equipment, including thermometers and data loggers To gather, record, classify and present data in a variety of ways using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.to help in answering questions. Identifying, Grouping & Classifying To identify differences, similarities or changes related to simple scientific ideas and processes. Reporting, Concluding & Reviewing To lovk for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions Scientific Language Use relevant simple scientific language to discuss their ideas and communicate their findings on different cycles in nature	Light Investigating To make systematic and careful observations and, where appropriate, taking accurate measurements. using standard units, using a range of equipment, including thermometers and data loggers. Identifying, Grouping & Classifying To identify differences, similarities or changes related to simple scientific ideas and processes. Scientific Language Use relevant simple scientific language to discuss their ideas and communicate their findings on light	Plants Asking Questions & Planning To ask relevant questions and use different types of scientific enquiries to answer them. Investigating To set up simple practical enquiries, comparative and fair tests. To make systematic and careful observations and, where appropriate, taking accurate measurements. using standard units, using a range of equipment, including thermometers and data loggers To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, har charts, and tables. Identifying, Grouping & Classifying To identify differences, similarities or changes related to simple scientific ideas and processes.	Rocks Asking Questions & Planning To ask relevant questions and use different types of scientific enquiries to answer them. To recognise when a simple fair test is necessary and help to decide how to set it up To make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used Investigating To set up simple practical enquiries, comparative and fair tests. To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Identifying, Grouping & Classifying To identify differences, similarities or changes related to simple scientific ideas and processes.	Forces & Magnets Asking Questions & Planning To ask relevant questions and use different types of scientific enquiries to answer them. To recognise when a simple fair test is necessary and help to decide how to set it up To make decisions about what observations to make, how long to make them for and the type of simple equipment that might he used Investigating To set up simple practical enquiries, comparative and fair tests. To make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. To gather data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data To record, classify and presenting data in a variety of ways to help in answering questions. To record findings using simple scientific language, drawings,

improvements and	aise further		To talk about criteria for	To talk about criteria for	labelled diagrams, keys, bar
questions.			grouping, sorting and classifying;	grouping, sorting and classifying;	charts, and <mark>tables.</mark>
Scientific Language			and use simple keys	and use simple keys	Identifying, Grouping &
Use relevant simple			Reporting, Concluding &	To use straightforward scientific	Classifying
language to discus			Reviewing	evidence to answer questions or	To use straightforward scientific
and communicate t			To use results to draw simple	to support their findings.	evidence to answer questions or
on the human body			conclusions, make predictions for	Reporting, Concluding &	to support their findings.
systems.			new values, suggest	Reviewing	Reporting, Concluding &
systems.			improvements and raise further	To look for changes, patterns,	Reviewing
			questions.	similarities and differences in	To look for changes, patterns,
			Scientific Language	their data in order to draw simple	similarities and differences in
				conclusions and answer questions	their data in order to draw simple
			Use relevant simple scientific		
			language to discuss their ideas	To report on findings from	conclusions and answer questions
			and communicate their findings	enquiries, including oral and	To report on findings from
			on flowering plants.	written explanations, displays or	enquiries, including oral and
				presentations of results and	written explanations, displays or
				conclusions using results to draw	presentations of results and
				simple conclusions, make	conclusions <mark>using results to draw</mark>
				predictions for new values,	simple conclusions, make
				suggest improvements and raise	predictions for new values within
				further questions	or beyond the data they have
				Scientific Language	collected and suggest
				Use relevant simple scientific	improvements and raise further
				language to discuss their ideas	questions
				and communicate their findings	Scientific Language
				on rocks and soils	Use relevant simple scientific
					language to discuss their ideas
					and communicate their findings
					on forces and magnets.
					on jorces with magnets.
Y4 The Human Body	Classification of Plants & Anima	ls Ecology	Sound	The Water Cycle (States of	Electricitu
Investigating	Investigating	Asking Questions & Planning	Asking Questions & Planning	Matter)	Asking Questions & Planning
To record findings		To ask relevant questions and use	To ask relevant questions and use	Asking Questions & Planning	To recognise when a simple fair
scientific language		different types of scientific	different types of scientific	To make decisions about what	test is necessary and help to
labelled diagrams,		enquiries to answer them.	enquiries to answer them.	observations to make, how long	decide how to set it up
charts, and tables.	To make systematic and careful		To recognise when a simple fair	to make them for and the type of	Investigating
Identifying, Groupi		observations to make, how long	test is necessary and help to	simple equipment that might be	To set up simple practical
Classifying	appropriate, taking accurate	to make them for and the type of	decide how to set it up	used	enquiries, comparative and fair
To talk about criter		simple equipment that might be	To make decisions about what	To recognise when a simple fair	tests.
grouping, sorting a		used	observations to make, how long	test is necessary and help to	To record findings using simple
and use simple key		Investigating	to make them for and the type of	decide how to set it up	scientific language, drawings,
To identify differen	es, similarities thermometers and data loggers	To set up simple practical	simple equipment that might be		labelled diagrams, keys, bar
				Investigating	
or changes related		enquiries, comparative and fair	used	To set up simple practical	charts, and tables
scientific ideas and Scientific Language		tests.	Investigating	enquiries, comparative and fair tests.	To use new equipment, including thermometers and data loggers

	Use relevant simple scientific	questions.	To gather data from their own	To set up simple practical	To use new equipment, including	Reporting, Concluding &
	language to discuss their ideas	To record findings using simple	observations and measurements,	enquiries, comparative and fair	thermometers and data loggers	Reviewing
	and communicate their findings	scientific language, drawings,	using notes, simple tables and	<mark>tests.</mark>	To record findings using simple	To use results to draw simple
	on the human body, digestion	labelled diagrams, <mark>keys</mark> , bar	standard units, and help to make	To record findings using simple	scientific language, drawings,	conclusions, make predictions for
	and nutrition	charts, and tables.	decisions about how to record	scientific language, drawings,	<mark>labelled diagrams</mark> , keys, <mark>bar</mark>	new values, suggest
		Identifying, Grouping &	and analyse this data	<mark>labelled diagrams</mark> , keys, <mark>bar</mark>	<mark>charts</mark> , and tables.	improvements and raise further
		Classifying	To record, classify and presenting	charts, and tables.	Identifying, Grouping &	questions
		To identify differences, similarities	data in a variety of ways to help	To gather, record, classify and	Classifying	To look for changes, patterns,
		or changes related to simple	in answering questions.	presenting data in a variety of	To identify differences, similarities	similarities and differences in
		scientific ideas and processes.	Identifying, Grouping &	ways to help in answering	or changes related to simple	their data in order to draw simple
		To talk about criteria for	Classifying	<mark>questions.</mark>	scientific ideas and processes.	conclusions and answer questions
		grouping, sorting and classifying;	To identify differences, similarities	Reporting, Concluding &	Reporting, Concluding &	Scientific Language
		and use simple keys	or changes related to simple	Reviewing	Reviewing	Use relevant simple scientific
		Reporting, Concluding &	scientific ideas and processes	To use results to draw simple	To look for changes, patterns,	language to discuss their ideas
		Reviewing	Reporting, Concluding &	conclusions, make predictions for	similarities and differences in	and communicate their findings
		To look for changes, patterns,	Reviewing	new values, within or beyond the	their data in order to draw simple	on electricity, circuits and
		similarities and differences in	To use results to draw simple	data they have collected and	conclusions and answer questions	conductors,
		their data in order to draw simple	conclusions, make predictions for	suggest improvements to what	Scientific Language	
		conclusions and answer questions	new values, within or beyond the	they have already done and raise	Use relevant simple scientific	
		To use results to draw simple	data they have collected and	further questions.	language to discuss their ideas	
		conclusions, make predictions for	suggest improvements to what	To identify differences, similarities	and communicate their findings	
		new values, suggest	they have already done and raise	or changes related to simple	on the water cycle and changing	
		improvements and raise further	further questions.	scientific ideas and processes.	states of matter	
		questions.	To look for changes, patterns,	To look for changes, patterns,		
		Scientific Language	similarities and differences in	similarities and differences in		
		Use relevant simple scientific	their data in order to draw simple	their data in order to draw simple		
		language to discuss their ideas	conclusions and answer questions	conclusions and answer questions		
		and communicate their findings	Scientific Language	Scientific Language		
		on the classification of plants and	Use relevant simple scientific	Use relevant simple scientific		
		<mark>animals</mark>	language to discuss their ideas	language to discuss their ideas		
			and communicate their findings	and communicate their findings		
			<mark>on ecology</mark>	<mark>on sound</mark>		
Y5	The Human Body	Materials .	Living Things	Forces	Astronomy	Meteorology
	Asking Questions & Planning	Asking Questions & Planning	Asking Questions & Planning	Asking Questions & Planning	Asking Questions & Planning	Asking Questions & Planning
	To plan different types of	To plan different types of	To plan the most appropriate type	To plan different types of	To make own decisions about	To choose the most appropriate
	scientific enquiries, the most	scientific enquiries, the most	of scientific enquiry to use to	scientific enquiries, the most	what observations to make, what	equipment to make measurements
	appropriate type, to answer	appropriate type, to answer_	answer a scientific question	appropriate type, to answer_	measurements to use and how	and explain how to use it
	scientific questions, including	scientific questions, including	Identifying, Grouping &	scientific questions, including	long to make them for, and	accurately accurately
	recognising when and how to set	recognising when and how to set	Classifying	recognising when and how to set	whether to repeat them	Investigating
	up comparative and fair tests and	up comparative and fair tests and	To use and develop keys and	up comparative and fair tests and	Reporting, Concluding &	To take measurements using a
	controlling variables where	controlling variables where	other information records to	controlling variables where	Reviewing	range of scientific equipment,
	necessary, explaining which	necessary, explaining which	identify, classify and describe	necessary, explaining which	To look for different causal	with increasing accuracy and
	variables need to be controlled	variables need to be controlled	living things and materials	variables need to be controlled	relationships in data and identify	precision, taking repeat readings
	and why.	and why.		and why.	evidence that refutes or supports	when appropriate

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

Investigating

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

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

Reporting, Concluding & Reviewing

To use test results to make predictions to set up further comparative and fair tests or observations

To look for different causal relationships in data and identify evidence that refutes or supports their ideas.

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

Research

To identify scientific evidence that has been used to support or refute ideas or arguments relating to the human bodu

To talk about how scientific ideas have developed over time relating to the human body

Scientific Language

Use scientific language and illustrations to discuss. communicate and justify their

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 to make measurements and explain how to use it accurately

To decide how to record data from a choice of familiar approaches

Investigating

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

Identifying, Grouping & Classifying

To use and develop keys and other information records to identify, classify and describe living things and materials Reporting, Concluding &

Reviewing

To use test results to make predictions to set up further comparative and fair tests or observations

To look for different causal relationships in data and identify evidence that refutes or supports their ideas.

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

Reporting, Concluding & Reviewing

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 Research

To identify scientific evidence that has been used to support or refute ideas or arguments relating to living things & life processes Scientific Language

Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on life cycles of living things

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 decide how to record data from a choice of familiar approaches

Investigating

To take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

Reporting, Concluding & Reviewing

To use test results to make predictions to set up further comparative and fair tests or <u>observations</u>

To look for different causal relationships in data and identify evidence that refutes or supports their ideas.

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 Research

To identify scientific evidence that has been used to support or refute ideas or arguments relating to forces

their ideas Research

To identify scientific evidence that has been used to support or refute ideas or arguments To talk about how scientific ideas

have developed over time

Scientific Language

Use scientific language and illustrations to discuss, communicate and justify their scientific ideas on astronomy and the solar system

To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Scientific Language

Use scientific language and illustrations to discuss. communicate and justify their scientific ideas on the weather and meteorology

		_		T		
	scientific ideas on the human	Research		Scientific Language		
	body and it's growth and	To identify scientific evidence that		Use scientific language and		
	<mark>development</mark>	has been used to support or refute		illustrations to discuss,		
		ideas or arguments relating to		communicate and justify their		
		materials .		scientific ideas on different forces		
		Scientific Language				
		Use scientific language and				
		illustrations to discuss,				
		communicate and justify their				
		scientific ideas on properties of				
		<mark>materials</mark> .				
Y6	The Human Body	Classification of Living Things	Electricity	Light	Reproduction	Evolution
'	Asking Questions & Planning	Identifying, Grouping &	Asking Questions & Planning	Asking Questions & Planning	Identifying, Grouping &	Identifying, Grouping &
	To plan the most appropriate type	Classifying	To plan different types of	To plan different types of	Classifying	Classifying
	of scientific enquiry to use to	To use and develop keys and	scientific enquiries, to answer	scientific enquiries, to answer	To use and develop keys and	To use and develop keys and
	answer a scientific question	other information records to	scientific questions, including	scientific questions, including	other information records to	other information records to
	To make own decisions about	identify, classify and describe	recognising when and how to set	recognising and controlling	identify, classify and describe	identify, classify and describe
	what observations to make, what	living things and materials	up comparative and fair tests and	variables when necessary.	living things and materials	living things and materials
	measurements to use and how	Scientific Language	controlling variables where	Investigating	Scientific Language	Scientific Language
	long to make them for, and	Use scientific language and	necessary, explaining which	To take measurements using a	Use scientific language and	Use scientific language and
	whether to repeat them	illustrations to discuss,	variables need to be controlled	range of scientific equipment,	illustrations to discuss,	illustrations to discuss,
	Investigating	communicate and justify their	and why.	with increasing accuracy and	communicate and justify their	communicate and justify their
	To choose the most appropriate	scientific ideas on the	To make own decisions about	precision, taking repeat readings	scientific ideas on reproduction of	scientific ideas on evolution and
	equipment to make measurements	classification of living things	what observations to make, what	<mark>when appropriate</mark>	plants and animals	<mark>inheritance</mark>
	and explain how to use it		measurements to use and how			
	accurately		long to make them for, and	To record data and results of		
	Reporting, Concluding &		whether to repeat them	increasing complexity using		
	Reviewing		To decide how to record data	scientific diagrams and labels,		
	To use results to identify when		from a choice of familiar	classification keys, tables, <mark>scatter</mark>		
	further tests and observations		<mark>approaches</mark>	graphs, bar and <mark>line graphs</mark>		
	might be needed		Investigating	Identifying, Grouping &		
	Scientific Language		To take measurements using a	Classifying		
	Use scientific language and		range of scientific equipment,	To use and develop keys and		
	illustrations to discuss,		with increasing accuracy and	other information records to		
	communicate and justify their		precision, taking repeat readings	identify, classify and describe		
	scientific ideas on the human		when appropriate	light		
	body and it's circulatory system		To record data and results of	Reporting, Concluding &		
			increasing complexity using	Reviewing		
			scientific diagrams and labels,	To report and present findings		
			classification keys, tables, scatter	from enquiries, including		
			graphs, <mark>bar</mark> and line graphs	conclusions, causal relationships		
				and explanations of and degree of		
				trust in results, in oral and		
				written forms such as displays		

	Reporting, Conc		her presentations	
	Reviewing	Resear		
	To use test resu		ntify scientific evidence that	
	predictions to so	<mark>et up further has be</mark>	en used to support or refute	
	comparative an	<mark>d fair tests or lideas c</mark>	<mark>or arguments</mark>	
	observations of the contraction	To talk	e about how scientific ideas	
	To look for diffe	rent causal have d	leveloped over time	
	relationships in	data and identify Scienti	ific Language	
			ientific language and	
	their ideas.	illustra	utions to discuss,	
	To report and p	resent findings commu	unicate and justify their	
	from enquiries,		fic ideas on light and	
		usal relationships shadov	ws,	
		is of and degree of		
	trust in results,			
	written forms si			
	and other presen			
	Research			
		rtific evidence that		
		o support or refute		
	ideas or argume			
	Scientific Langu			
	Use scientific la			
	illustrations to			
	communicate a			
		on electricity and		
	circuits	or creating and		
	Cu Cuits			
 <u> </u>				