## **Progression of Knowledge by Class**

## <del>Year A</del>

	1	I		· .						
	Kirkstead/Tintern	Tintern	Crowland/Regent	Westminster/St James	Fountains/Central	Lindisfarne	Sempringham	Kelso	Ramsey	
	EYFS	( <del>Rec/</del> Y1)	(Y1/Y2)	(Y2/Y3)	(Y3)	(Y4)	(Y4/Y5)	(Y5/Y6)	(Y6)	
	(Rec)			, , ,		• •				
Seasons	Children should:	Children should:	Children should:	Children should:						Formatted Table
Jeu30113	Know and name the four	Know and name the four seasons.	Know there are 12 months.	Describe how the weather changes						Formatted Table
	seasons.	Know it is hot in summer and cold in	Know there are four seasons.	across the seasons						
	Know it is hot in summer and	winter.	Relate each month to a different season.	<u>Describe day length in autumn Observe</u>						
	cold in winter.	Know we celebrate Christmas in Winter.	Know the key features of each season.	and describe the weather in autumn.						
	Know we celebrate Christmas in Winter.	Know we go on summer holidays in	Know that plants and flowers grow in spring.	Collect and record data about the weather in Autumn.						
	Know we go on summer	Know that some trees loose their leaves	Know that they are dormant in winter.	Identify signs of autumn.						
	holidays in Summer.	in Autumn.	Know that rainfall is higher in spring and	Describe how day length varies from						
	And, from Development	Know that some plants grow in spring.	winter.	Autumn to Winter.						Formatted: Font: Bold
	Matters/Understanding the	Know there are 12 months.	Know it is hotter in summer.	Identify changes in the trees and in						Tornatted. Fortt. Bold
	World	Know there are four seasons.	Know that there are more hours of	clothes that we wear from Autumn to						
	Talk about what they see, using a wide vocabulary (3-	Relate each month to a different season.	daylight in summer	Winter. Observe and describe the weather in						
	4)Know that some trees loose	Know the key features of each season.	Describe how the weather changes across the seasons	Observe and describe the weather in winter						
	their leaves in Autumn.	Know that plants and flowers grow in	Describe day length in autumn Observe	Collect and record data about the						
	Know that some plants grow	spring.	and describe the weather in autumn.	weather in Winter.						
	in spring.	Know that they are dormant in winter.	Collect and record data about the	Know that the sun can be dangerous to						
		Know that rainfall is higher in spring	weather in Autumn.	<u>your eyes</u>						
	Explore the natural world	and winter.	Identify signs of autumn.	Know how the tilt of the earth causes the						Formatted: Font: Twinkl Cursive Looped, Not Bold
	around them (4-5) Describe what they see, hear	Know it is hotter in summer. Know that there are more hours of	Describe how day length varies from Autumn to Winter.	<u>seasons</u>						·
	and feel wen outside ( 4-5)	daylight in summer	Identify changes in the trees and in							
	Recognise some	adynghem sammer	clothes that we wear from Autumn to							
	environments are different		Winter.							
	from the one in which they		Observe and describe the weather in							
	<u>live ( 4-5)</u>		winter.							
	<u>Understand the effect of the</u> changing seasons on the		Collect and record data about the weather in Winter.							
	natural world around them (		(Year 2 – see Animal including humans)							
	4-5).		The second secon							
Plants	Children should:	Children should:	Children should:	Children should:	Children should:					Formatted: Font: Twinkl Cursive Looped, Not Bold
	Know what a plant is,	Know what a plant is.	Know what a plant is.	Know the four main parts of a plant	Know the different parts of					Formatted: Font: Not Bold
	Know some common garden	Know a variety of common garden	Know a variety of common garden	leaves, flower, stem and shoots. Know	foodplants, including roots,					Torridated. Fort. Not bold
	plants	plants.	plants.	about the life cycle of a simple flowering						
	Know what happens to leaves in winter	Consider why plants are appealing to	Know and identify some of the features of a plant.	plant - germination, growth, flowering and seed production.	branch, leaf, flower, and fruit. Know the function of the					
	And, from Development	Know the names of a variety of wild	Consider why plants are appealing to	Identify the different part of food plants						
	matters/Understanding the	plants.	people.	including roots, tubers, stem, bulb,	Know the differences in plants					
	World	Know the names of some trees.	Know the names of a variety of wild	trunk, branch, leaf, flower and fruit.	when grown in sand rather					
	Plant seeds and care for	Know the differences between	plants.	Know which parts of the plant we	than compost.					Formatted: Font: Not Bold
	growing plants (3-4)	deciduous and evergreen trees.	Know how wild plant seeds come to be	normally eat.	Know about the 4 stages in					
	<u>Understand the key features</u> of the life cycle of a plant and	Know the main parts of a variety of plants.	there. Know the names of some trees.	Know the function of these parts of the plant.	the life cycle of a flowering plant - germination, growth,					
	an animal (3-4)	Know ways in which a plant changes	Know the harnes of some trees.  Know the differences between	Know how to compare the growth of	flowering, and					
	Begin to understand the need	over time. Children should:	deciduous and evergreen trees.	different plants.	fertilisation/seed production.					Formatted: Font: Not Bold
	to respect and care for the		Know the main parts of a variety of	Know about the four stages in the life	Know that pollination is vital					FORMATIEC: FOILL INOU BOID
	natural environment and all		plants.	cycle of a flowering plant - germination,	to flowering plant					
	living things ( 3-4)		Know and describe the functions of a	growth, flowering and fertilisation or	reproduction.					
	Explore the natural world		plant.	seed production. Know that different	Know there are different					
	around them (4-5)		Know ways in which a plant changes over time. Children should:	seed dispersal methods evolved by	dispersal methods evolved by plants including dispersal by					Formatted: Font: Not Bold

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	Understand the effect of the changing seasons on the			plants including dispersal by gravity, by wind, by water and by animals.	gravity, by wind, by water, and by animals					i
	natural world around them ( 4-5)									1
	Explore the world around									
	them, making observations and drawing pictures of									1
	animals and plants (ELG)									ı
										1
Animals in.	Children should: Know there are five senses	Children should: Know that there are five senses. Know	Children should: Know that there are five senses. Know	Children should: Know that there are five senses. Know	Children should:	Children should: Know what a food chain is.	Children should: Know what a food chain is.	Children should: Know that the human	Children should: Know that the human	i
Humans	and can name them.	that they use their eyes to see. Know	that they use their eyes to see.	that they use their eyes to see.	Know the 5 food groups - bread, cereals and potatoes	Know that the arrow shows	Know that the arrow shows	circulatory system is	circulatory system is	1
	Know they use their eyes to	they can see in the light but	Know they can see in the light but not	Know they can see in the light but not	(carbohydrates), meat and	energy flow within an	energy flow within an	composed of 2 parts Know	composed of 2 parts Know	1
	see and their ears to hear.	Know that they use their ears to hear.	dark.	dark.	fish, fruit and vegetables, milk	ecosystem.	ecosystem.	the difference between	the difference between the	1
	Know they can feel objects	Know the difference between loud and	Know that an optician helps them see.	Know that an optician helps them see.	and dairy, and fats and sugars.	Know how to create food	Know how to create food	the systemic circulation	systemic circulation and the	1
	and describe by touch.  Describe an object using all	soft noises. Know that some people cannot hear.	Know that they use their ears to hear.  Know the difference between loud and	Know that they use their ears to hear.  Know the difference between loud and	Know some food which belong to each of these groups.	chains with 2 and 3	chains with 2 and 3 organisms.  Know if each organism is a	and the pulmonary circulation. Know about	pulmonary circulation.  Know about the role of the	1
	five senses	Know that they use their tonque to taste.	soft noises.	soft noises.	Know that animals can be	organisms. Know if each organism is a	predator, prey, consumer or	the role of the heart,	heart,	ı
	Children should:	Know that there are different tastes.	Know that some people cannot hear.	Know that some people cannot hear.	classified as herbivores,	predator, prey, consumer or	producer. Know that a food	Know about the role of	Know about the role of	1
	Know that we keep some	Know that they use their nose to smell.	Know that they use their tongue to	Know that they use their tongue to	carnivores or omnivores based	producer. Know that a food	web is a way of showing the	blood vessels, Children	blood vessels, Children	1
	animals as pets.	Know that they can recognise some	taste.	taste.	on their diet.	web is a way of showing the	energy flow in an ecosystem in	know the components of	know the components of	1
	Know the names of some	objects from their smell alone.	Know that there are different tastes and different children will like different	Know that there are different tastes and	Know that all living things	energy flow in an ecosystem	a more complex way.	blood such as red and	blood such as red and white	ı
	Know some ways of looking	Know they can recognise some objects using touch alone	things.	different children will like different things	ultimately get their energy from the sun, either directly as	in a more complex way.  Know how to create a food	Know how to create a food web containing 8 different	white blood cells, platelets and plasma. Know that the	blood cells, platelets and plasma. Know that the	1
	after pets.	Children should:	Know that they use their nose to smell.	Know that they use their nose to smell.	a producer (plant) or indirectly	web containing 8 different	organisms. Know how to	human heart is a vital	human heart is a vital organ.	1
	Know that some animals live	Know that humans need water to drink	Know that they can recognise some	Know that they can recognise some	as a consumer (animal)	organisms. Know how to	identify and label each	organ. Know how blood	Know how blood flows	1
	in the wild. Know what a fish	to survive	objects from their smell alone. Know	objects from their smell alone. Know	Know how to create a complex	identify and label each	organism as a consumer,	flows through its double	through its double pumps	1
	is. Know what mammal is. Know what a bird is. Children	Know that humans need food to survive.	that the sense of touch is associated	that the sense of touch is associated	food web containing 7	organism as a consumer,	producer, predator, prey, and	pumps system to the lungs	system to the lungs and all	1
	should;	Know that humans need air to breathe Know that they need to exercise to keep	with the whole body, rather than a particular organ. Know they can	with the whole body, rather than a particular organ. Know they can	organisms. Know that the arrows on food chain and food	producer, predator, prey, and apex predator.	apex predator.  Add their own arrows to show	and all around the body Know the heart acts by	around the body Know the heart acts by	1 _
	Know that humans are	<u>healthy</u>	recognise some objects using touch	recognise some objects using touch	web diagrams indicate the	Add their own arrows to	energy flow through the food	supplying oxygen and	supplying oxygen and	
	animals	Children should:	alone.	alone	energy flow through an	show energy flow through	<u>web</u>	removing waste products	removing waste products	1
	Know that animals need food	Know how to identify, name and	Children should:	Explain the functions of the human	ecosystem.	the food web.		Know about the different	Know about the different	1
	to eat and water to drink Know that animals need to	describe a variety of common animals	Know that humans need water to drink to survive	<u>skeleton and identify its main bones</u>	Know about the role of the	Children should:	Children should:	components of blood.	components of blood.	1
	breathe and some can get air	kept as pets. Know how to identify a variety of	Know that humans need food to survive.		human digestive system.  Know about the functions of	Children should: Know the role of the human	Know the role of the human digestive system. Know about	Know that red blood cells carry oxygen,	Know that red blood cells carry oxygen,	ı
	from water.	mammals and compare and describe	Know that humans need air to breathe	(T1)-Children should:	the mouth,oesophagus,	digestive system. Know	the functions of the mouth,	Know that white blood	Know that white blood cells	i
	Know what makes a balanced	some of their features.	Know that food needs to be clean to eat	Know that animals need food water and	stomach, small intestine and	about the functions of the	oesophagus, stomach, small	cells fight infection,	fight infection,	i
	diet	Know the characteristics of a variety of	Know that germs can damage your	shelter to live.	large intestine.	mouth, oesophagus,	intestine and large intestine.	Know platelets help to	Know platelets help to	i
	Children should: Know that we keep some	birds and reptiles.  Know the similarities and differences	health Know that they need to exercise to keep	Know what a habitat is.  Know how to match a range of animals		stomach, small intestine and large intestine.	Know that humans have 2 sets of teeth.	prevent bleeding, Know that plasma is the	prevent bleeding, Know that plasma is the	ı
	animals as pets.	between some fish and amphibians.	healthy	to their habitats.		Know that humans have 2	Know that teeth can be	medium in which these	medium in which these	ı
	Know the names of some	Know what a variety of different animals		Know what these habitats provide the		sets of teeth.	classified into different groups.	components are	components are suspended.	ı
	pets.	eat.	(T1) Children should:	animals with.		Know that teeth can be	Know about the number,	suspended.	Know to measure their	1
	Know some ways of looking	Know how to sort animals using Venn	Know that animals need food water and	Know what adaptations are.		classified into different	location and function of the	Know to measure their	heart rate in beats per	1
	after pets. Know that some animals live	diagrams or tables.  Know the needs of a variety of animals,	shelter to live. Know what a habitat is.	Know some other adaptations that enable each animal to survive in their		groups.  Know about the number,	incisors, canines and molars.  Know that teeth are made up	heart rate in beats per minute (bpm) by taking	minute (bpm) by taking their radial pulse	
	in the wild	and can explain how best to care for	Know how to match a range of animals	habitat.		location and function of the	of different materials (enamel,	their radial pulse.	Children should:	1
	Know what a fish is. Know	them.	to their habitats.	Know that some animals change colour		incisors, canines and molars.	dentine, pulp) Know that teeth	Children should:	Know about the active	1
	what mammal is. Know what	Children should:	Know what these habitats provide the	in winter.		Know that teeth are made	are embedded in the gums	Know about the active	ingredient in alcoholic	
	a bird is	Know that we keep some animals as	animals with.	Know that there are different food		up of different materials	and skull/jawbone.	ingredient in alcoholic	drinks (alcohol or ethanol),	
		pets. Know the names of some pets.	Know what adaptations are. Know some other adaptations that	groups.  Know that animals eat different foods.		(enamel, dentine, pulp) Know that teeth are	Know how to compare the teeth of carnivores and	drinks (alcohol or ethanol), and that the strength of a	and that the strength of a beverage can be measured	1
	And, from Development	Know some ways of looking after pets.	enable each animal to survive in their	Know what we mean by herbivore,		embedded in the gums and	herbivores.	beverage can be measured	as the percentage alcohol	
	Matters/Understanding the	Know that some animals live in the wild.	habitat.	carnivore and omnivore.		skull/jawbone.	Know some reasons for	as the percentage alcohol	by volume (% ABV).	
	World	Know what a fish is. Know what	Know that some animals change colour	Know that animals obtain their food		Know how to compare the	differences	by volume (% ABV).	Know about the short and	1
	<u>Understand the key features</u> of the life cycle of a plant and	mammal is. Know what a bird is.	in winter. Children should:	from the local habitat. Children should		teeth of carnivores and	Know about the stages of	Know about the short and long-term effects of	long-term effects of alcohol consumption.	
	an animal (3-4)	Know that mammals give birth to live young.	Know how to identify, name and	Know that humans need water to drink		herbivores. Know some reasons for	Know how it can be caused.	alcohol consumption.	consumption.	1
	Explore the natural world	Know the difference between mammals	describe a variety of common animals	to survive		differences	Know how tooth decay can be			1
	around them (4-5)	and non-mammals.	kept as pets.	Know that humans need food to survive.		Know about the stages of	prevented and treated			1
		Know about the characteristics that		Know that humans need air to breathe		tooth decay				1
		mammals have in common.		Know that food needs to be clean to eat		Know how it can be caused.	<u>Children should:</u>			i

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		Know about groups of animals including	Know how to identify a variety of	Know that germs can damage your	Know how tooth decay can	Know that a human baby takes				
		birds, mammals, reptiles, fish and	mammals and compare and describe	<u>health</u>	be prevented and treated	40 weeks to develop in the				
		amphibians. Know the key features of	some of their features.	Know that they need to exercise to keep	Children should:	womb.				
		each group	Know the characteristics of a variety of	<u>healthy</u>	Know that a human baby	<u>Create a timeline showing the</u>				
		Know the term carnivore, herbivore	birds and reptiles,	Know about the 5 food groups - bread,	takes 40 weeks to develop in	ages at which a certain child				
		and omnivore.	Know the similarities and differences	cereals and potatoes (carbohydrates),	the womb.	could perform different				
		Know that most animals have an	between some fish and amphibians.	meat and fish, fruit and vegetables, milk	Create a timeline showing	activities				
		internal skeleton	Know what a variety of different animals	and dairy, and fats and sugars.	the ages at which a certain	Know about how Children				
		Know that people are animals	eat.	Know how to identify some food which	child could perform different	develop physically, mentally				
			Know how to sort animals using Venn	belong to each of these groups	activities	and emotionally as they get				
			diagrams or tables.	Know that animals can be classified as	Know about how Children	older.				
			Know the needs of a variety of animals,	<u>herbivores, carnivores or omnivores</u>	develop physically, mentally	Know that puberty is the				
			and can explain how best to care for	based on their diet.	and emotionally as they get	period when a child begins to				
			<u>children should:</u>	Know how to identify, name and	Older.	change into an adult. Know about some of the difficulties				
			Know that mammals give birth to live	describe a variety of common animals	Know that puberty is the period when a child begins	involved with old age, as				
			VOLUME THAT HIGH HIGH SILVE DITTILLO HVE	kept as pets.  Know how to identify a variety of	to change into an adult.	people's minds and bodies get				
			Know the difference between mammals	mammals and compare and describe	Know about some of the	more frail. Know the changes				
			and non-mammals.	some of their features.	difficulties involved with old	which take place during the				
			Know about the characteristics that	Know the characteristics of a variety of	age, as people's minds and	course of a human life.				
			mammals have in common.	birds and reptiles,	bodies get more frail. Know	course of a fidifial file.				
			Know about groups of animals including	Know the similarities and differences	the changes which take place					
			birds, mammals, reptiles, fish and	between some fish and amphibians.	during the course of a					
			amphibians.	Know what a variety of different animals	human life.					
			Know the key features of each group	eat	- Indiana in C.					
			Know the term carnivore, herbivore and	Know how to sort animals using Venn						
			omnivore children	diagrams or tables.						
			Know that most animals have an internal	Know the needs of a variety of animals,						
			skeleton	and can explain how best to care for						
			Know that people are animals	them.						
			- Allow tride people are arminals	Know what an endoskeleton is.						
				Know the major bones, such as skull ribs,						
				tusk, pelvis and spine.						
				Know the different types of animal						
				skeleton.						
				<u>siciotom</u>						
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iate iais	Children should:	Children should:	Children should:	Children should:			Children should:	Children should:		
	Know what some common tems are made from	Know that objects are made from	Know how to identify and name a	Know that materials have different			Know that materials have different uses depending	Know that materials have different uses depending on	***************************************	Formatted: Font: Not Bold
_	Know how to describe some	materials.  Know the name of some common	variety of everyday materials, including wood, plastic, glass, metal,	<u>properties.</u> <u>Know and name different properties-</u>			on their properties and	their properties and state.		
	materials	materials (wood, plastic, paper, metal,	water, and rock by matching a material	hard/soft/permeable,			state. Know there are	Know there are three states		
	Know what makes things float	wool, fabric)	to its name.	impermeable/flexible/rigid/float/sink.			three states (liquid, solid,	(liquid, solid,		
_	and sink	Know that different materials have	Know how to describe a material using	Know how to sort objects by their			gas).	gas).		
	And, from Development	different properties	their senses.	properties			Know that properties	Know that properties		
	matters/Understanding the	Know some materials sink and some	Know that materials have different	Know the materials from which common			include hardness,	include hardness,		
_	World	float, some are absorbent and some are	properties.	objects are made.			transparency, electrical	transparency, electrical and		
	Explore collections of	not, some are absorbent and some are not	Know and name different properties-	Know how to carry out an investigation			and thermal conductivity	thermal conductivity		Francisco de Francisco De La
	materials with similar and/or	etc	hard/soft/permeable.	into the properties of small objects.			and attraction to magnets.	and attraction to magnets.		Formatted: Font: Not Bold
_	different properties (3-4)	Know how to identify and name a variety	impermeable/flexible/rigid/float/sink.	Know how to predict and test whether a			Know that some materials	Know that some materials		
_	Γalk about what they see,	of everyday materials,	Know how to sort objects by their	material is magnetic, transparent, floats,			will dissolve in a liquid and	will dissolve in a liquid and		
	using a wide vocabulary (3-4)	including wood, plastic, glass, metal,	properties	or can be squashed or stretched.			form a solution.	form a solution.		
	Explore and talk about	water, and rock by matching a material	Children should:	Know why materials are suitable in				Know that some materials		
	different forces they can feel	to its name.		different situations.			are insoluble and form	are insoluble and form		
	3-4)	Know how to describe a material using		Know how to group objects by material.			sediment.	sediment.		
	Talk about different materials	their senses		Know about three inventors of new			Know that mixtures can be	Know that mixtures can be		
	and the changes they notice	Know that materials have different		materials - John Dunlop, John McAdam,			separated by filtering,	separated by filtering,		
(3	3-4)	properties		and Charles Macintosh. Children should:			sieving and evaporation.	sieving and evaporation.		
	Explore the natural world	Know and name the different properties-					Know that some changes	Know that some changes to		
		hard/soft/permeable,					to materials such as	materials such as dissolving,		
	around them (4-5)	nura/soft/permeable,					to materials saon as			Formattad: Font: Not Rold
	around them (4-5).	impermeable/flexible/rigid/float/sink.			 		dissolving, mixing and	mixing and changes of state		Formatted: Font: Not Bold
	around them (4-5)	impermeable/flexible/rigid/float/sink.								Formatted: Font: Not Bold

	Know how to sort objects by their properties				reversible. Know that some changes	reversible. Know that some changes
					such as burning wood,	such as burning wood,
					rusting and mixing vinegar with bicarbonate of soda	rusting and mixing vinegar with bicarbonate of soda
					result in the formation of	result in the formation of
					new materials and these	new materials and these are
					are not reversible.	not reversible.
					are not reversioner	<u>crreversione.</u>
Rocks			Children should:			
			_			
			Know how to observe a range			
			of rocks, including those used in buildings and gravestones.			
			Know how to explore how and			
			why they might have changed			
			over time;			
			Know how to use a hand lens			
			or microscope. Know how to			
			identify and classify rocks			
			according to whether they			
			have grains or crystals, and whether they have fossils in			
			them. Children can research			
			and discuss the different kinds			
			of living things whose fossils			
			are found in sedimentary rock.			
			Know how fossils are formed.			
			Know some different soils and			
			identify similarities and			
			differences between them			
			Know how to investigate what happens when rocks are			
			rubbed together or what			
			changes occur when they are			
			in water. Know about the way soils are formed.			
			soils are formed.			
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Light		Children should:	Children should: Know that we see some things		Children should: Know that light appears to	Children should: Know that light appears to
			because they are light sources.		travel in straight lines	travel in straight lines
			Know that light sources make		Know that we see objects	Know that we see objects
			light.		when light from them goes	when light from them goes
			Know that this light travels		into our eyes.	into our eyes.
			directly into our eyes.		Know that the light may	Know that the light may
			Know that we see some things		come directly from light	come directly from light
			because they are non-light sources.		sources but for other objects some light must be	sources but for other objects some light must be
			Know we can see these		reflected from the object	reflected from the object
			because light reflects off them		into our eyes for the	into our eyes for the object
			into our eyes		object to be seen.	to be seen.
			Know that some objects are		Know that objects that	Know that objects that block
			visible because they are light		block light (are not fully	light (are not fully
			sources and some are visible		transparent) will cause	transparent) will cause
			because they reflect light.		shadows. Know that the shape of the	shadows. Know that the shape of the
			Know about the importance of the sun as the ultimate energy		shadow will be the same	shadow will be the same as
			source for all life on Earth.		as the outline shape of the	the outline shape of the
			Know about different ways in		object. Children should:	object. Children should:
			which exposure to the sun can			
			be dangerous to humans.			
			Know ways in which the sun			
			can damage our eyes and skin			

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			be minimised. Know that shadows are formed when an opaque object blocks the path of light, which travels in straight lines.					
Forces and			Children should:		Children should:	Children should:	Children should:	4
Magnets			Know the behaviour and	Children should:	know that magnetic forces can	Know about the effects of	Know about the effects of	1
iviagilets			everyday uses of different	know that magnetic forces	act without direct contact,	air resistance. Know how	air resistance. Know how	4//
			magnets (for example, bar,	can act without direct	unlike most forces, where	different objects such as	different objects such as	1/1
			ring, button and horseshoe).	contact, unlike most forces,	direct contact is necessary (for	parachutes and sycamore	parachutes and sycamore	1
			Know how to : compare how	where direct contact is	example, opening a door,	seeds fall. Know that	seeds fall. Know that forces	- W
			different things move and	necessary (for example,	pushing a swing). Know the	forces make things begin	make things begin to move,	1 1/1
			grouping them; Know how to	opening a door, pushing a	behaviour and everyday uses	to move, get faster or slow	get faster or slow down.	1 //
			raise questions and carry out	swing). Know the behaviour	of different magnets (for	down. Know the effects of	Know the effects of friction	- N
			tests to find out how far things	and everyday uses of	example, bar, ring, button and	friction on movement	on movement Know how	1
			move on different surfaces,	different magnets (for	horseshoe).	Know how friction slows or	<u>friction slows or stops</u>	$//I_{\rm c}$
			Know how to gather and record data to find answers	example, bar, ring, button	Know how to : compare how	stops moving objects, for	moving objects, for	11/
			their questions; Know the	and horseshoe). Know the strengths of	different things move and grouping them; Know how to	example, by observing the effects of a brake on a	example, by observing the effects of a brake on a	
			strengths of different magnets	different magnets and find a	raise questions and carry out	bicycle wheel. Know the	bicycle wheel. Know the	
			and find a fair way to compare	fair way to compare them;	tests to find out how far things	effects of levers, pulleys	effects of levers, pulleys and	7 11
			them; Know how to sort	Know how to sort materials	move on different surfaces ,	and simple machines on	simple machines on	1 11
			materials into those that are	into those that are magnetic	Know how to gather and	movement. Know how	movement. Know how	1 11
			magnetic and those that are	and those that are not; Know	record data to find answers	scientists, for example,	scientists, for example,	111
			not; Know that magnets	that magnets behave in	their questions; Know the	Galileo Galilei and Isaac	Galileo Galilei and Isaac	111
			behave in relation to each	relation to each other and	strengths of different magnets	Newton helped to develop	Newton helped to develop	1
			other and what might affect	what might affect this, Know	and find a fair way to compare	the theory of gravitation.	the theory of gravitation.	11
			this, Know that magnets differ	that magnets differ in	them; Know how to sort	Know how to design and	Know how to design and	9 /
			in strength Know magnets	strength Know magnets have	materials into those that are	make a variety of	make a variety of	/ #
			have poles	poles	magnetic and those that are	parachutes and carry out	parachutes and carry out	1
				Know about the effects of air	not; Know that magnets	fair tests to determine	fair tests to determine	1 /
				resistance. Know how	behave in relation to each	which designs are the	which designs are the most	1
				different objects such as parachutes and sycamore	other and what might affect this, Know that magnets differ	most effective. Know that resistance in water is	effective. Know that resistance in water is	7 \
				seeds fall. Know that forces	in strength Know magnets	affected by shape. Know	affected by shape. Know	\ \
				make things begin to move,	have poles	how to design and make	how to design and make	7/ /
				get faster or slow down.	Know about the effects of air	products that use levers,	products that use levers,	11
				Know the effects of friction	resistance. Know how	pulleys, gears and/or	pulleys, gears and/or springs	11
				on movement Know how	different objects such as	springs and explore their	and explore their effects.	1/
				friction slows or stops	parachutes and sycamore	effects.		1/
				moving objects, for example,	seeds fall. Know that forces			1
				by observing the effects of a	make things begin to move,			
				brake on a bicycle wheel.	get faster or slow down. Know			
				Know the effects of levers,	the effects of friction on			
				pulleys and simple machines	movement Know how friction			
				on movement. Know how	slows or stops moving objects,			
				scientists, for example,	for example, by observing the			
				Galileo Galilei and Isaac	effects of a brake on a bicycle			
				Newton helped to develop the theory of gravitation.	wheel. Know the effects of levers, pulleys and simple			
				Know how to design and	machines on movement. Know			
				make a variety of parachutes	how scientists, for example,			
				and carry out fair tests to	Galileo Galilei and Isaac			
				determine which designs are	Newton helped to develop the			
				the most effective. Know	theory of gravitation.			
				that resistance in water is	Know how to design and make			
				affected by shape. Know	a variety of parachutes and			
				how to design and make	carry out fair tests to			
				products that use levers,	determine which designs are			
				pulleys, gears and/or springs	the most effective. Know that			
				and explore their effects.	resistance in water is affected			

and ways that this damage can

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						by shape. Know how to design and make products that use		
						levers, pulleys, gears and/or springs and explore their effects.		
J						<del>circos.</del>		
ĺ	States of				Children should:	Children should:	Children should:	Children should;
	Matter				Know about the differences	Know about the differences	Know that materials have	Know that materials have
					between solid, liquids and gases	between solid, liquids and gases	different uses depending on their properties and	different uses depending on their properties and state.
					Know how each can be identified.	Know how each can be identified.	state. Know there are three states (liquid, solid,	Know there are three states (liquid, solid,
				l l	Know how to group some	Know how to group some	gas). Know that properties	gas). Know that properties
					materials as solid, liquids or gases.	materials as solid, liquids or gases.	include hardness, transparency, electrical	include hardness, transparency, electrical and
				· ·	Know which materials were	Know which materials were	and thermal conductivity	thermal conductivity
					most difficult to group Know how temperature can	most difficult to group Know how temperature can	and attraction to magnets.  Know that some materials	and attraction to magnets.  Know that some materials
				a	affect whether it is a solid,	affect whether it is a solid,	will dissolve in a liquid and	will dissolve in a liquid and
					liquid or a gas. Know what the particle model	liquid or a gas. Know what the particle model represents	form a solution Know that some materials	form a solution Know that some
					represents	Know about the different	are insoluble and form	materials are insoluble and
					Know about the different states of matter (solids,	states of matter (solids, liquids, and gases).	sediment. Know that mixtures can be	form sediment. Know that mixtures can be
					liquids, and gases). Know how the amount of	Know how the amount of energy that the particles have	separated by filtering, sieving and evaporation.	separated by filtering, sieving and evaporation.
				6	energy that the particles	affects the state of the	Know that some changes	Know that some changes to
					have affects the state of the material.	material.  Know how to investigate the	to materials such as dissolving, mixing and	materials such as dissolving, mixing and changes of state
					Know how to investigate the	melting point of familiar	changes of state are	<u>are</u>
					melting point of familiar materials	materials Know how effective different	Reversible. Know that some changes such as	Reversible. Know that some changes such as burning
					Know how effective different	materials are at insulating a	burning wood, rusting and	wood, rusting and mixing
					materials are at insulating a cold drink and slowing its	cold drink and slowing its increase in temperature.	mixing vinegar with bicarbonate of soda result	vinegar with bicarbonate of soda result in
				i	increase in temperature.	Know about the water cycle	in the formation of new	the formation of new
					Know about the water cycle and that water is not created	and that water is not created or lost, but simply moved	materials and these are not	materials and these are not reversible.
					or lost, but simply moved	around the Earth. Know that	reversible.	
					around the Earth. Know that heat from the Sun drives the	heat from the Sun drives the water cycle Know that solar		
					water cycle Know that solar	heating of water-laden soil causes some water to		
				C	heating of water-laden soil causes some water to	evaporate.		
ı	Sound				evaporate. Children should:	Children should:		
	Journa			Ī	Know that sounds are caused	Know that sounds are caused		4
					by vibrations. They know that sounds travel from an	by vibrations. They know that sounds travel from an object,		
					object, through a medium	through a medium (usually the air), travel into the ear where		
				t	(usually the air), travel into the ear where they are	they are carried down the ear		
					carried down the ear canal and processed by the brain	canal and processed by the brain Know that different		
					Know that different	materials vary in effectiveness		
					materials vary in effectiveness at blocking	at blocking sound. Know the difference between pitch and		
				9	sound. Know the difference	volume. Know how a string		
					between pitch and volume. Know how a string	instrument makes a sound. They know how length affects		
				<u>i</u>	instrument makes a sound.	the pitch of each string. Know		
					They know how length	that pitch and volume are two		

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				affects the pitch of each	different properties of sounds.		
				string. Know that pitch and	Know that distance affects		
				volume are two different	hearing sounds.		
				properties of sounds. Know,			
				that distance affects hearing			
				sounds.			
!				<del>Sourius.</del>			
Electricity			Children should:	Children should:	Children should:	Children should:	Children should:
Electricity			Know what electrical	Know how electricity is	Know how electricity is	Know the main circuit	Know the main circuit
			conductors and insulators are.	created.	created.	symbols and use these to	symbols and use these to
			Know which materials are	Know the difference	Know the difference between	draw circuit diagrams	draw circuit diagrams
			electrical conductors and	between renewable and	renewable and non-renewable	Know how major	Know how major discoveries
			which are insulators. Know	non-renewable energy	energy sources.	discoveries led to the	led to the
			about 6 different electrical	sources.	Know how solar power works.	widespread use of	widespread use of
			components - bulb, switch,	Know how solar power	Know how nuclear energy	electricity	electricity
			cell, battery, switch, buzzer	works. Know how nuclear	produces electricity. Know	Explain the effect of	Explain the effect of
			and bell. Know what an	energy produces electricity.	how geothermal energy is	increasing or decreasing	increasing or decreasing the
			electrical circuit is.	Know how geothermal	created.	the voltage on different	voltage on different parts of
			Know how to attempt to	energy is created.	Know how hydro and wind	parts of a circuit	a circuit
			create different circuits from	Know how hydro and wind	power are created children	Know how our	Know how our
			an illustration. Know how to	power are created children	know how to identify electrical	understanding of	understanding of electricity
			create a circuit diagram for	know how to identify	and nonelectrical appliances.	electricity has changed	has changed over time
			each Explain what happens	electrical and nonelectrical	Know how a circuit works.	over time	Know how to draw circuit
			when each circuit is completed.	appliances.	Name at least two electrical	Know how to draw circuit	diagrams using the correct symbols and label the
				Know how a circuit works.	conductors and insulators.	diagrams using the correct	
			Explain how a circuit that does	Name at least two electrical	Know how to create a simple	symbols and label the	<u>voltage</u>
			not light can be changed so	conductors and insulators.	series circuit both with and	voltage Vacus bassite represent	Know how to represent
			that the bulb will light.	Know how to create a simple	without a switch. Know why a	Know how to represent	circuits using symbols in a
			Know how to draw a circuit	series circuit both with and	circuit is incomplete.	circuits using symbols in a	diagram.
			diagram for their improved	without a switch. Know why	Generalise about types of	diagram.	Know about two of the most
			<u>circuits.</u>	a circuit is incomplete.	materials that conduct	Know about two of the	important scientific
			Know what an electrical switch	Generalise about types of	electricity.	most important scientific	inventors in the field of
			is and how it works, by	materials that conduct	Sort appliances based on	inventors in the field of	electricity – Thomas Edison
			opening and closing a break in	electricity.	whether they use mains or	electricity – Thomas	and Nikola Tesla.
			a circuit.	Sort appliances based on	batteries.	Edison and Nikola Tesla.	Know what electricity is and
			Know that mains electricity is	whether they use mains or	Explain how a switch turns the	Know what electricity is	how to measure it.
			more dangerous than the	<u>batteries.</u>	electric current on and off.	and how to measure it.	Children should:
			electricity used in Primary	Explain how a switch turns	Children should:	Children should:	
			Science lessons.	the electric current on and			
			Know that the human body,	ott.			
			metal, and water all conduct	Children should:			
			<u>electricity.</u>				
			Look at illustrations of				
			different dangerous situations				
			and identify what the danger				
			is and how it can be made				
			safeChildren should:				

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Children should: Associated and secretarious and secretar				millipede) Children should:				
Children should:  Crow about the life cycles of a					organism. Children should:	organism. Children should:		
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absolich monthe der Heiler Gedes of 3 Adfresent marmalis - the human, the Nationation, and the Nationation of the Nationation o								
eachtis Now about the life cycles of 3 different mammals - the human the kanadaro, and								
Earth and Space  Earth								
buman, the language, and the platypois. Gross about the iffercycle of the butterfly and two different species of pee — the honey bee and the mason lee.  Sooy about the life cycles of the children should.  Earth and Space  Earth and Space  Earth and Space  The children should.  Earth and Space  The children should.  C								
Earth and Space  Earth and					3 different mammals - the	human, the kangaroo, and the	(group), comprising	(group), comprising insects,
Earth and Space  Fearth and Sp					human, the kangaroo, and	platypus.	insects, arachnids,	arachnids, crustaceans and
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explanation available at the time.  the time.  Know that the heliocentric								geocentric model because it
the time. Know that the heliocentric								
model superseded it for							the time.	
								model superseded it for

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						Know that the heliocentric model superseded it for scientific reasons - because it agrees more closely with observations. Know about the modern theory for the formation of the solar system. Know that a cloud of gas and dust collapsed under its own gravity, compressing the centre until thermonuclear fusion began and the Sun was formed. Know that the planets and other bodies accreted from smaller objects over time because of gravity. Know that day and night are caused by the rotation of the Earth, and that the Sun only appears to move across the sky	it agrees more closely with observations. Know about the modern theory for the formation of the solar system. Know that a cloud of gas and dust collapsed under its own gravity, compressing the centre until thermonuclear fusion began and the Sun was formed. Know that the planets and other bodies accreted from smaller objects over time because of gravity. Know that day and night are caused by the rotation of the Earth, and that the Sun only appears to move across the sky
	Living hings			Children should: Know what deforestation is. Know why humans deliberately choose to cut down trees and destroy forests. Know the negative effects of deforestation. Know what pollution is and how this can impact on animals and vegetation Know what endangered means and the impact humans can have on animal life, Children should:	Children should: Know what deforestation is. Know why humans deliberately choose to cut down trees and destroy forests. Know the negative effects of deforestation. Know what pollution is and how this can impact on animals and vegetation Know what endangered means and the impact humans can have on animal life. Children should:		
Evo	olution					Children should: Know about the life and work of the early palaeontologist, Mary Anning. Know what fossils are and how they are formed. Know how palaeontologists build up a picture of the past using incomplete evidence. Know most organisms die without leaving a fossil trace. Know about stratigraphy, and that organisms found in lower layers of rock tend to have died earlier Know about Charles Darwin, his early life, his role in the voyage of the HMS Beagle, his relationship with Alfred	Children should: Know about the life and work of the early palaeontologist, Mary Anning. Know what fossils are and how they are formed. Know how palaeontologists build up a picture of the past using incomplete evidence. Know most organisms die without leaving a fossil trace. Know about stratigraphy, and that organisms found in lower layers of rock tend to have died earlier Know about Charles Darwin, his early life, his role in the voyage of the HMS Beagle, his relationship with Alfred Russel Wallace, and how he

								Russel Wallace, and how he developed and published his theory of natural selection Know about the process of evolution by natural selection. Know that offspring inherit traits of their parents. Know that they might occasionally carry a random mutation which gives them a survival advantage and that they pass on to their own offspring. Know that this process can change a population over time. Know that offspring inherit traits from their parents. Know that organisms that reproduce sexually combine traits from two parents. Know about humancreated hybrids. Create a simple family tree for a range of organisms the labradoodle, the mule, the zonkey and the loganberry, Know which traits they have inherited from their different-species parents.	developed and published his theory of natural selection Know about the process of evolution by natural selection.  Know that offspring inherit traits of their parents.  Know that offspring inherit traits of their parents.  Know that they might occasionally carry a random mutation which gives them a survival advantage and that they pass on to their own offspring.  Know that this process can change a population over time.  Know that offspring inherit traits from their parents.  Know that organisms that reproduce sexually combine traits from two parents.  Know about human-created hybrids.  Create a simple family tree for a range of organisms - the labradoodle, the mule, the zonkey and the loganberry, Know which traits they have inherited from their different-species parents.
Working Scientifically	Children should: Comments and asks	Children should: Comments and asks qyestions about	Children should: Ask simple questions	Children should: Ask simple questions	Children should: Ask relevant questions.	Children should: Ask relevant questions.	Children should: Ask relevant questions.	Children should: Plan different types of	Children should: Plan different types of
	questions about why things happen and the natural world	why things happen and the natural world around them.	Recognise a question can be answered in different ways.	Recognise a question can be answered in different ways.	Use different types of enquiry to answer them.	Use different types of enquiry to answer them.	Use different types of enquiry to answer them.	scientific enquiries to answer questions,	scientific enquiries to answer questions, including
1	around them.	Engage in a new experience by trial and	Observe closely using simple equipment. Perform simple tests	Observe closely using simple equipment.	Set up simple practical	Set up simple practical	Set up simple practical	including recognising and	recognising and controlling
	Engage in a new experience by trial and error.	error. Find ways to solve problems.	Identify and classify in simple ways	Perform simple tests Identify and classify in simple ways	enquiries (including comparative and fair tests).	enquiries (including comparative and fair tests).	enquiries (including comparative and fair tests).	controlling variables where necessary	variables where necessary Take measurements, using a
	Find ways to solve problems.  Develop ideas of grouping	Develop ideas of grouping and sequencing linking to cause and effect.	Use their observations and ideas to suggest answers to questions.	Use their observations and ideas to suggest answers to questions.	Make systematic and careful observation.	Make systematic and careful observation.	Make systematic and careful observation.	Take measurements, using a range of scientific	range of scientific equipment, with increasing
	and sequencing linking to	Know about similarities and differences	Suppose answers to questions.	Ask relevant questions.	Take accurate measurements	Take accurate	Take accurate measurements	equipment, with	accuracy and precision
i l	cause and effect. Know about similarities and	in relation to places, objects, materials and living things.		Use different types of enquiry to answer them.	using standard measurements (where appropriate)	measurements using standard measurements	using standard measurements (where appropriate)	increasing accuracy and precision	Record data and results of increasing complexity using
l l	differences in relation to	Make links and notice patterns in		Set up simple practical enquiries	Use a range of equipment	(where appropriate)	Use a range of equipment	Record data and results of	scientific diagrams and
i l		· · · · · · · · · · · · · · · · · · ·					including thermometers and	increasing complexity	labels, classification keys,
1 h	places, objects, materials and living things.	experiences. Use their senses to explore the world		(including comparative and fair tests).  Make systematic and careful	including thermometers and data loggers.	Use a range of equipment including thermometers and	data loggers.		tables, and bar and line
ļ ļ	living things. Make links and notice	Use their senses to explore the world around them.		Make systematic and careful observation.	data loggers. Gather, record, classify and	including thermometers and data loggers.	data loggers. Gather, record, classify and	using scientific diagrams and labels, classification	tables, and bar and line graphs
	living things.	Use their senses to explore the world		Make systematic and careful	data loggers.	including thermometers and	data loggers.	using scientific diagrams and labels, classification keys, tables, and bar and	tables, and bar and line
	living things.  Make links and notice patterns in experiences. Use their senses to explore the world around them.	Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools safely.		Make systematic and careful observation. Take accurate measurements using standard measurements (where appropriate)	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions	including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions	using scientific diagrams and labels, classification keys, tables, and bar and line graphs Use test results to make	tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests
	living things. Make links and notice patterns in experiences. Use their senses to explore the world around them. Choose the resources they	Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools safely. Create simple representations.		Make systematic and careful observation. Take accurate measurements using standard measurements (where appropriate) Use a range of equipment including	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple	including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple	using scientific diagrams and labels, classification keys, tables, and bar and line graphs Use test results to make predictions to set up	tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings
	living things.  Make links and notice patterns in experiences. Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools	Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools safely. Create simple representations. Answer how and why questions about their experiences.		Make systematic and careful observation. Take accurate measurements using standard measurements (where appropriate) Use a range of equipment including thermometers and data loggers. Gather, record, classify and present data	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar	including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings,	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar	using scientific diagrams and labels, classification keys, tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests	tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal
	living things.  Make links and notice patterns in experiences. Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools safely.	Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools safely. Create simple representations. Answer how and why questions about their experiences. Make observations of animals and		Make systematic and careful observation. Take accurate measurements using standard measurements (where appropriate) Use a range of equipment including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings,	including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings,	using scientific diagrams and labels, classification keys, tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present	tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal relationships and
	living things.  Make links and notice patterns in experiences. Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools	Use their senses to explore the world around them. Choose the resources they need for their chosen activity. Handle equipment and tools safely. Create simple representations. Answer how and why questions about their experiences.		Make systematic and careful observation. Take accurate measurements using standard measurements (where appropriate) Use a range of equipment including thermometers and data loggers. Gather, record, classify and present data	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar	including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings,	data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar	using scientific diagrams and labels, classification keys, tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests	tables, and bar and line graphs Use test results to make predictions to set up further comparative and fair tests Report and present findings from enquiries, including conclusions, causal

	Recognise a question can be answered in different ways.	Report on findings from enquiries,	or presentations of results and conclusions	written explanations, displays or presentations of	or presentations of results and conclusions	oral and written forms such as displays and other	Identify scientific evidence that has been used to
	Observe closely using simple equipment.	including oral and written explanations,	Use results to draw simple	results and conclusions	Use results to draw simple	presentations	support or refute ideas or
	Perform simple tests	displays or presentations of results and	conclusions, make predictions	Use results to draw simple	conclusions, make predictions	Identify scientific evidence	arguments.
	Identify and classify in simple ways	conclusions	for new values, suggest	conclusions, make	for new values, suggest	that has been used to	arguments.
	Use their observations and ideas to	Use results to draw simple conclusions,	improvements and raise	predictions for new values,	improvements and raise	support or refute ideas or	
occur.	suggest answers to questions.	make predictions for new values,	further questions	suggest improvements and	further questions	arguments.	
occur.	suggest unswers to questions.	suggest improvements and raise further	Identify differences,	raise further questions	Identify differences,	arguments.	
		auestions	similarities or changes related	Identify differences,	similarities or changes related		
		Identify differences, similarities or	to simple scientific ideas and	similarities or changes	to simple scientific ideas and		
		changes related to simple scientific ideas	processes	related to simple scientific	processes		
		and processes	Use straightforward scientific	ideas and processes	Use straightforward scientific		
		Use straightforward scientific evidence	evidence to answer questions	Use straightforward	evidence to answer questions		
		to answer questions or to support their	or to support their findings.	scientific evidence to answer	or to support their findings.		
		findings.		questions or to support their	Plan different types of		
				findings.	scientific enquiries to answer		
					questions, including		
					recognising and controlling		
					variables where necessary		
					Take measurements, using a		
					range of scientific equipment,		
					with increasing accuracy and		
					precision Record data and results of		
					increasing complexity using		
					scientific diagrams and labels,		
					classification keys, tables, and		
					bar and line graphs		
					Use test results to make		
					predictions to set up further		
					comparative and fair tests		
					Report and present findings		
					from enquiries, including		
					conclusions, causal		
					relationships and explanations		
					of results, in oral and written		
					forms such as displays and		
					other presentations		
					Identify scientific evidence that		
					has been used to support or		
					refute ideas or arguments.		