

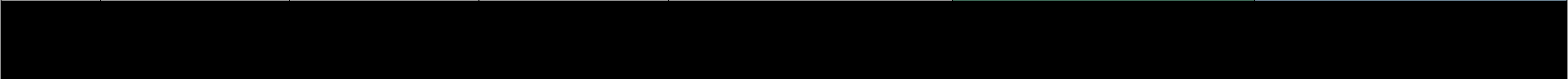
Concept	EYFS			KS1		LKS2		UKS2	
	Pre-nursery	Nursery	Reception	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Biology: Animals including humans	<p>I am curious and interested to explore animal life</p> <p>I notice details of animals in my environment</p> <p>I can talk about animals I have observed</p> <p>Working Scientifically I show curiosity in my environment</p> <p>I use all my senses to investigate objects in nature and my environment.</p>	<p>I am beginning to recognise the effect of changing seasons on the natural world around me</p> <p>I can describe the key features of the life cycle of an animal.</p> <p>I am beginning to understand the need to respect and care for the natural environment and all living things</p> <p>Working Scientifically I show curiosity in my environment.</p> <p>I use all my senses in hands-on exploration</p> <p>I am beginning to make simple predictions with help from an adult.</p> <p>I can choose equipment to help me follow my own enquiry of interest.</p>	<p>I explore the natural world around me</p> <p>I can describe some similarities and differences between the natural world around me and contrasting environments, drawing on my experiences and what has been read in class.</p> <p>I can describe some important processes and changes in the natural world around me: hibernation</p> <p>Working Scientifically I show curiosity in my environment.</p> <p>I can make simple predictions with help from an adult.</p> <p>I make observations of animals.</p> <p>I record my observations in drawings, writing and photographs.</p> <p>I select equipment to help me follow my own enquiry of interest, eg, Which mini beasts live in the outdoor classroom?</p>	<p>Animals including humans</p> <p>1. I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>2. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>3. I can describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>4. I can describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>5. I can identify which part of the body is associated with each sense.</p>		<p>Skeletal System and Muscles:</p> <p>1. I can identify that animals, including humans, get nutrition from the foods they eat as they don't produce their own.</p> <p>2. I can identify different parts of the skeletal and muscular systems</p> <p>3. I know that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p>4. I can evaluate the purpose of different features of the skeletal and muscular systems, explaining their importance.</p>		<p>Human Life Cycle</p> <p>1. I can identify the changes as humans develop to old age</p> <p>2. I can describe the changes as humans develop to old age.</p> <p>3. I can explain why these biological changes occur (e.g. women's hips grow wider to prepare for pregnancy)</p>	
						<p>Digestive System:</p> <p>1. I can identify the basic parts of the digestive system in humans.</p> <p>2. I can describe the functions of the basic parts of the digestive system.</p> <p>3. I can evaluate and understand how to keep the different basic parts of the digestive system healthy.</p> <p>4. I can identify the different types of teeth in humans and their simple functions</p> <p>5. I can construct and interpret a variety of food chains.</p> <p>6. I can identify (from food chains) the producers, prey and predators.</p>		<p>Circulatory and Respiratory System:</p> <p>1. I can identify and name the main parts of the human circulatory system (cardiovascular and respiratory)</p> <p>2. I can describe the functions of the heart, blood vessels and blood</p> <p>3. I can explain the importance of a healthy lifestyle and understand a few ways of achieving this.</p> <p>4. I can recognise the impact of diet, exercise, drugs and lifestyle (e.g. sedentary lifestyle, smoking, alcohol and drug consumption – including caffeine) on the way their bodies function</p> <p>6. I can explain the impact of an unhealthy lifestyle on human bodily function.</p> <p>7. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>	
Biology: Living Things				<p>Living things</p> <p>1. I can identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>2. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>3. I can explore and compare differences between things that are living, dead and things that have never been alive</p> <p>4. I can describe how animals obtain their food using the idea of a simple food chain</p>		<p>Classification:</p> <p>1. I can recognise that living things can be grouped in a variety of ways</p> <p>2. I can use classification keys to help group, identify and name a variety of living things in my local and wider environment (particularly trees and invertebrates)</p> <p>3. I can recognise that environments can change and that this can sometimes pose dangers to living things (i.e. cutting down trees)</p>		<p>Life cycles:</p> <p>1. I can identify the different stages to life cycles in plants and animals (plant, mammal, amphibian, insect and bird)</p> <p>2. I can describe the differences (looking at similarities and differences) in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>3. I can evaluate the differences between animal life cycles and give justified reasons for these differences.</p> <p>4. I can describe the life process of reproduction in some plants (asexual and sexual).</p> <p>5. I can describe the life process of reproduction in some animals (humans, mammals and amphibians).</p>	
								<p>Classification:</p> <p>1. I can compare difference living things and</p>	

						classify them into groups using given similarities and characteristics. 2. I can describe how living things are classified into broad groups according to observable characteristics (microorganisms, plants and animals). 3. I can describe how living things are classified into broad groups according their similarities and differences (microorganisms, plants and animals). 4. I can give reasons for classifying plants and animals based on specific characteristics.
Biology: Plants	I am curious and interested to explore grass & plants I notice details of plants in my environment Working Scientifically: I show curiosity in my environment I use all my senses to investigate objects in nature and my environment.	I plant seeds and care for growing plants with help from an adult. I explore the natural world around me. I can talk about plants I have observed Working Scientifically: I show curiosity in my environment. I use all my senses in hands-on exploration	I plant seeds and care for growing plants. I can describe the key features of the life cycle of a plant I know what some parts of a flower are called I can identify the difference between a plant and a tree Working Scientifically: I show curiosity in my environment. I use all my senses in hands-on exploration I make observations of plants. I record my observations in drawings, writing and photographs.	Plants: 1. I can identify and name a variety of common wild and garden plants and deciduous and evergreen trees 2. I can identify and describe the basic structure of a variety of common flowering plants, including trees. 3. I can identify and name a variety of plants and animals in their habitats, including microhabitat	Plants: 1. I can identify the different parts of flowering plants: roots, stem/trunk, leaves and flowers 2. I can describe the functions of the different parts of flowering plants: roots, stem/trunk, leaves and flowers. 3. I can describe how some plants have adapted these different parts for their functioning (e.g., ap roots, bulbs, cactus) 4. I can explore what a plant needs for life and growth (e.g. air, light, water, nutrients from soil, and room to grow). 5. I can explain how this varies from plant to plant 6. I can investigate the way in which water is transported within plants (transpiration) 7. I can identify the part that flowers play in the life cycle of flowering plants (including pollination, seed formation and seed dispersal). 8. I can explain the part that flowers play in the life cycle of flowering plants and understand the importance of this.	
				Plants: I can identify and describe the basic structure of common flowering plants, including trees. I can observe and describe how seeds and bulbs grow into mature plants. I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy		

Biology: Evolution and inheritance						Evolution and Inheritance: 1. I can recognise that living things have changed over time (e.g. peppered moth) 2. I can understand that fossils provide information about living things from millions of years ago 3. I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (inheritance and environmental influences). 4. I can suggest how specific examples of animals and plant have adapted to suit their environment. 5. I can identify how animals and plants are adapted to suit their environment in different ways and that this may lead to evolution. 6. I can explain how and why animals and plants have adapted to suit their environment.
Physics: Sound	I explore musical instruments	I explore musical instruments	I explore volume and pitch using musical instruments		Sound: 1. I can identify how sounds are made and associate some with vibrations. 2. I can recognise that vibrations from sounds travel through a medium to the ear. 3. I can explore (and find patterns) between volume and strength of vibrations 4. I can explore how different materials produce different pitch sounds. 5. I can find patterns (similarities and differences) between pitch and features of the object producing the sound. 6. I can recognise that sound gets fainter as the distance from the source increases.	
	I explore sounds within my environment Working Scientifically I show curiosity in my environment.	I explore sounds within my environment Working Scientifically I show curiosity in my environment. I am beginning to make simple predictions with help from an adult. I can choose equipment to help me follow my own enquiry of interest.	Working Scientifically Makes simple predictions with support. I can carry out a simple set up experiment (comparing pitch) I can talk about similarities and differences I record my observations in drawings, writing and photographs.			

Physics: Light					Light: 1. I can recognise that we need light in order to see things and that dark is the absence of light. 2. I can notice that light is reflected from surfaces. 3. I can describe the process of reflection using scientific vocabulary. 4. I can recognise that light from the sun can be dangerous and that there are ways to protect your eyes (e.g. sun-glasses, avoid looking at the sun, sun-cream) 5.I can recognise that shadows are formed when the light (from a light source) is blocked by a solid (opaque) object. 6. I can explore and find patterns in the way that the size of shadows can change. 7. I can predict and explain why these changes occur, using what I already know.	Light 1. I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. 2. I can explain that light comes from sources and that we need light to see things and that darkness is the absence of light. 3. I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. 4. I can identify different parts of the eye and understand the role they play in helping us see. 5.I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Physics: Electricity					Electricity: 1. I can identify common appliances that run on electricity (e.g. TV, oven, fridge, computers, mobile phones). 2. I can name and identify the basic components of a circuit: wires, cells, bulbs, switches and buzzers. 3. I can construct a simple electrical circuit, including: cells, wires, bulbs, switches and buzzers, naming and identifying the different parts. 4. I can explain the role of different electrical components and what would happen if they were altered or not used. 5. I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop - with a battery 6. I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit 7.I can recognise some common conductors (copper, aluminium, gold) and insulators (glass, air, plastic, rubber), and associate metals with being good conductors. 8. I can compare and group materials based on their ability to conduct and insulate electricity.	Electricity: 1. I can make observations about the brightness of a lamp or the volume of a buzzer where the number of cells or voltage varies. 2. I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 3. I can predict the outcome of tests involving the brightness of bulbs or the loudness of a buzzer where the number of cells or voltage varies. 4. I can explain and evaluate the impact that cell numbers or voltage has on the brightness of the bulb or loudness of a buzzer. 5. I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 6. I can explain how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. 7. I can use recognised symbols when representing a simple circuit in a diagram (cell, wire, bulb, buzzer, switch).
Physics: Earth and Space and seasonal	I notice details of plants and animals in my environment I am curious and interested to explore new and familiar experiences in nature Eg on an autumn walk	I am beginning to recognise the effect of changing seasons on the natural world around me Working Scientifically I show curiosity in the outdoor environment I use all my senses to investigate objects in	I know some similarities and differences between the natural world around me and contrasting environments, drawings on my experiences and what has been read in class.	Seasonal Change 1. I can observe changes across the four seasons 2. I can observe and describe weather associated with the seasons and how day length varies		Earth and Space 1. I can identify the different parts of the solar system. 2. I can describe the movement of the Earth and other planets relative to the sun in the solar system 3. I can describe the movement of the moon in relation to the Earth

	<p>Working Scientifically I show curiosity in the outdoor environment</p> <p>I use all my senses to investigate objects in nature and my environment.</p>	<p>nature and my environment.</p>	<p>I understand some important processes and changes in the natural world around me including the seasons</p> <p>Working Scientifically:</p> <p>I record my observations in drawings, writing and photographs.</p>	<p>Seasonal Change (repeated concept)</p> <p>1. I can observe changes across the four seasons</p> <p>2. I can observe and describe weather associated with the seasons and how day length varies</p>		<p>4. I can describe the sun, Earth and moon as approximately spherical bodies</p> <p>5. I can use the idea of the Earth’s rotation to explain day and night.</p> <p>4. I can use the idea of the Earth’s rotation and movement in relation to the sun to explain the ‘apparent’ movement of the sun across the sky.</p>
<p>Physics: Forces and Magnets</p>	<p>I explore with ramps eg cars/balls</p> <p>Working Scientifically I show curiosity in my environment</p>	<p>I explore with magnets</p> <p>I explore with ramps eg cars/balls</p> <p>Working Scientifically I show curiosity in my environment.</p> <p>I am beginning to make simple predictions with help from an adult.</p> <p>I can choose equipment to help me follow my own enquiry of interest.</p>	<p>I understand that some objects float and some sink</p> <p>Working Scientifically I take part in simple experiments led by an adult (floating and sinking) discussing the differences in the objects.</p> <p>I can make simple predictions with help from an adult.</p> <p>I record my observations in drawings, writing and photographs.</p> <p>I can comment on unknown objects, based on my own exploration.</p>		<p>Forces and Magnets:</p> <p>1. I can compare how things move on different surfaces.</p> <p>2. I can recognise that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3. I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>4. I can describe magnets as having two poles</p> <p>5. I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>6. I can group everyday materials on the basis of whether they are attracted to a magnet.</p> <p>7. I can compare and group everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.</p> <p>8. I can make scientific predictions, using prior knowledge, about unfamiliar materials.</p>	<p>Forces:</p> <p>1. I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>2. I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>3. I can explain how air resistance, water resistance and friction acts on objects.</p> <p>4.I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>



<p>Chemistry: Materials and State of Matter</p>	<p>I explore objects by linking together different approaches: shaking, hitting, looking, feeling, tasting, mouthing, pulling, turning and poking</p> <p>I remembers where objects belong</p> <p>I match parts of objects that fit together, e.g. puts lid on teapot</p> <p>I notice detailed features of objects in my environment</p> <p>Working Scientifically I show curiosity in my environment</p> <p>I use all my senses to investigate objects in nature and my environment.</p>	<p>I explore how things work</p> <p>I can talk about found objects</p> <p>I explore mixing materials eg in the mud kitchen</p> <p>I explore separating materials eg using sieves</p> <p>Working Scientifically I show curiosity in my environment.</p> <p>I use all my senses in hands-on exploration of materials.</p>	<p>I can choose equipment to help me follow my own enquiry of interest eg what to mix the mud with, which sieve to use. I can comment on unknown objects, based on my own exploration.</p> <p>Working Scientifically I can carry out a simple set up experiment (sorting materials) that enables me to talk about similarities</p> <p>I can classify materials based on their similarities</p> <p>I record my observations in drawings, writing and photographs.</p>	<p>Everyday materials</p> <p>1. I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>2. I can explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>3. I can describe the simple properties of a variety of everyday materials.</p> <p>4. I can distinguish between an object and the material from which it is made</p>	<p>State of Matter:</p> <p>1. I can identify and group materials together, according to whether they are solids, liquids or gases.</p> <p>2. I can compare and group materials together, according to whether they are solids, liquids or gases</p> <p>3. I can compare and group materials together, according to whether they are solids, liquids or gases, giving scientific reasons for my choices.</p> <p>4. I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>5. I can identify the role of evaporation and condensation in the water cycle</p> <p>6. I can find a relationship between the rate of evaporation and temperature.</p> <p>7. I can find a relationship between the rate of evaporation and temperature and suggest how the rate could be altered.</p>	<p>Materials</p> <p>1. I can compare and group together everyday materials on the basis of their properties (e.g. hardness, solubility, transparency, conductivity)</p> <p>2. I can suggest possible ways of testing using existing scientific knowledge the properties of everyday materials so that results are quantifiable and comparable</p> <p>3. I can define the following terms: solute, soluble, insoluble and solution.</p> <p>4. I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>5. I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>6. I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>7. I can demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>8. I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>
<p>Chemistry: Rocks and Soil</p>					<p>Rocks and Soil:</p> <p>1. I can compare and group together different kinds of rocks on the basis of their appearance and physical properties (e.g. colour, texture)</p> <p>2. I can understand how fossils are formed when things that have lived are trapped within rock</p> <p>3. I can describe how fossils are formed when they have been trapped in rocks and explain the process (fossilisation).</p> <p>4. I can recognise that soils are made from rocks and organic matter</p>	

Working Scientifically Progression (per strand)		
Y1/2	Y3/4	Y5/6
Asking questions and recognising that they can be answered in different ways.		
Asking simple questions and recognising that they can be answered in different ways. <i>While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions.</i> <i>The children answer questions developed with the teacher often through a scenario. The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered.</i>	Asking relevant questions and using different types of scientific enquiries to answer them <i>The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.</i> <i>The children answer questions posed by the teacher.</i> <i>Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question.</i>	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <i>Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry.</i> <i>Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.</i>
Making observations and taking measurements		
Observing closely, using simple equipment <i>Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations.</i> <i>They begin to take measurements, initially by comparisons, then using non-standard units.</i>	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers <i>The children make systematic and careful observations.</i> <i>They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</i>	Making measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate <i>The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale.</i> <i>During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).</i>
Engaging in practical enquiry to answer questions		
Performing simple tests <i>The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time.</i> Identifying and classifying <i>Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</i>	Setting up simple practical enquiries, comparative and fair tests <i>The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</i> <i>They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.</i>	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary <i>The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.</i>
Recording and presenting evidence		
Gathering and recording data to help in answering questions <i>The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</i> <i>They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs.</i> <i>They classify using simple prepared tables and sorting rings.</i>	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables <i>The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams.</i> <i>Children are supported to present the same data in different ways in order to help with answering the question.</i>	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs <i>The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys.</i> <i>Children present the same data in different ways in order to help with answering the question.</i>
Answering questions and concluding		
Using their observations and ideas to suggest answers to questions <i>Children use their experiences of the world around them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources.</i> <i>The children recognise 'biggest and smallest', 'best and worst' etc. from their data.</i>	Using straightforward scientific evidence to answer questions or to support their findings <i>Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. The answers are consistent with the evidence.</i> Identifying differences, similarities or changes related to simple scientific ideas and processes <i>Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.</i> Using results to draw simple conclusions, make predictions for new values,	Identifying scientific evidence that has been used to support or refute ideas or arguments <i>Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer.</i> <i>They talk about how their scientific ideas change due to new evidence that they have gathered.</i> <i>They talk about how new discoveries change scientific understanding.</i> Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

	<p>suggest improvements and raise further questions <i>They draw conclusions based on their evidence and current subject knowledge.</i></p>	<p><i>In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge.</i></p>
Evaluating and raising further questions and predictions		
	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <i>They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.</i></p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <i>Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface.</i> <i>Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.</i></p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <i>They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used.</i> <i>They identify any limitations that reduce the trust they have in their data.</i></p> <p>Using test results to make predictions to set up further comparative and fair tests <i>Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.</i></p>
Communicating their findings		
	<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <i>They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.</i></p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <i>They communicate their findings to an audience using relevant scientific language and illustrations.</i></p>