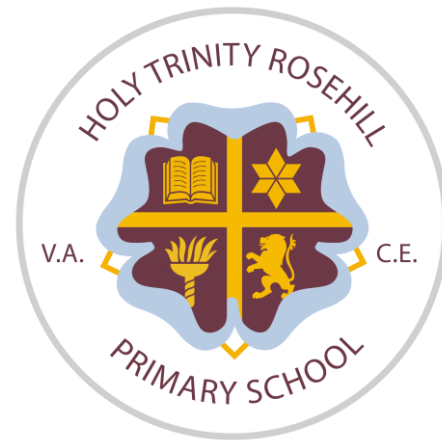


Holy Trinity Rosehill CofE Primary School

Science Coverage



Links to science across the EYFS ELG from Early Years Framework

The Natural World - The Natural World Children at the expected level will explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Communication and language - Listening, Attention and Understanding: Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

PSED- Managing Self Children at the expected level of development will: - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Understanding the world – People, Culture and Communities- Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

Expressive Arts and Design- Creating with Materials: Children at the expected level of development will: - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;

What does disciplinary knowledge look like in EYFS and how does it link to KS1?

Characteristics of Effective Learning/EYFS Framework	Links to KS1 National Curriculum
Scientists show curiosity about objects, events and people Playing & Exploring	Explore the world around them and raise their own simple questions
Scientists engage in open-ended activity Playing & Exploring	Experience different types of science enquiries, including practical activities
Scientists take a risk, engage in new experiences and learn by trial and error Playing & Exploring	Begin to recognise different ways in which they might answer scientific questions
Scientists find ways to solve problems / find new ways to do things / test their ideas Creating & Thinking Critically	Carry out simple tests
Scientists use senses to explore the world around them Playing & Exploring	With help, observe changes over time
Scientists make links and notice patterns in their experience Creating & Thinking Critically	With guidance, they should begin to notice patterns and relationships
Scientists develop their small motor skills so that they can use a range of tools competently, safely and confidently Physical Development	Use simple measurements and equipment (e.g. hand lenses, egg timers) to gather data
Scientists explore and play with a wide range of media and materials Expressive Art and Design	Record simple data

HTR Science in Nursery- *subject to change due to children's needs and interests

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Can I use my senses to describe different material?		Can I use my senses to describe different material?		What plants and animals can I see?	
Substantive Knowledge					
<p>Talk about what they see.</p> <p>Use senses in hands on exploration.</p> <p>Explore collections of items (natural, man made)</p> <p>Notices signs of Autumn and Winter and how this is different to Summer.</p>		<p>Notice and talks about the changes in the seasons/weather (changes in state).</p> <p>Begins to explore simple forces</p> <p>Knows that animals belong to different groups</p> <p>Understands that humans and animals grow and change</p>		<p>Talks about differences between materials and changes they notice.</p> <p>Knows that the world is made up of lots of places/countries.</p> <p>Continues to make observations of plants and animals.</p> <p>Grows plants and understands what they need to be healthy.</p> <p>Oral health and why it is important.</p> <p>Explore simple forces.</p>	
Disciplinary Skills- Characteristics of Effective Learning					
<p>Playing and Exploring ENGAGEMENT</p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p>Active Learning MOTIVATION</p> <p>Being involved and concentrating Keep trying Enjoying achieving what they set out to do</p> <p>Creative and Critical Thinking THINKING</p> <p>Having their own ideas Making Links Working with ideas</p>					

HTR Science in Reception

*subject to change due to children's needs and interests

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What changes can we see?		Which material should I choose?		What journeys do plants and animals go on?	
Substantive Knowledge					
<p>The explore the natural world around them.</p> <p>Talks about the features of their own immediate environment.</p> <p>Notice similarities, differences, patterns and change in nature</p> <p>Know that there are different food textures and tastes.</p> <p>Makes observations of animals and plants</p> <p>Knows about different objects, materials and living things.</p>		<p>Explore the natural world around them and changes.</p> <p>Talk about how environments might vary from one another</p> <p>Explore similarities, differences, patterns and change in nature.</p> <p>Describes a range of different food textures and tastes when cooking.</p> <p>Makes observations of animals and plants and explains why some things occur.</p> <p>Knows about similarities and differences in relation to places, objects, materials and living things.</p>		<p>Describe what the see, hear and feel outside.</p> <p>Recognise that some environments are different to the one in which they live (climate, town/country/coastal)</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Understand the differences environments and be able to compare them.</p> <p>Explore similarities, differences, patterns and change in nature</p> <p>Describes a range of different food textures and tastes when cooking and notices changes when they are combined or exposed to hot and cold temperatures.</p> <p>Understand that there are different animals and plants and to be able explain why some things occur, and talks about changes</p> <p>Understand and be able to comment on similarities and differences in relation to places, objects, materials and living things.</p>	
Disciplinary Skills- Characteristics of Effective Learning					

Playing and Exploring

ENGAGEMENT

Finding out and exploring
 Playing with what they know
 Being willing to 'have a go'

Active Learning

MOTIVATION

Being involved and concentrating
 Keep trying
 Enjoying achieving what they set out to do

Creative and Critical Thinking

THINKING

Having their own ideas
 Making Links
 Working with ideas

Science National Curriculum

Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

HTR KS1 Cycle 1- Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living Things & Habitats		Animals Including Humans (Humans)	Seasonal Change Winter-Spring	Everyday Materials	Seasonal Change Summer
Substantive Knowledge					
<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	
Disciplinary Skills					
<p>Identify and classify</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Asking questions and recognising that they can be answered in different ways</p>	<p>Perform simple tests</p> <p>Observe closely using simple equipment</p> <p>Gathering and recording data to help in answering questions</p>	<p>Perform simple tests</p> <p>Observe closely using simple equipment</p> <p>Gathering and recording data to help in answering questions</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Identify and classify</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Asking questions and recognising that they can be answered in different ways</p>	<p>Perform simple tests</p> <p>Observe closely using simple equipment</p> <p>Gathering and recording data to help in answering questions</p> <p>Using their observations and ideas to suggest answers to questions</p>	

HTR KS1 Cycle 2- Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Animals Including Humans	Seasonal Change Autumn	Use of Everyday Materials		Plants	
Substantive Knowledge					
<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>		<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	
Disciplinary Skills					
<p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Asking questions recognising that they can be answered in different ways</p>	<p>Perform simple tests</p> <p>Observe closely using simple equipment</p> <p>Gathering and recording data to help in answering questions</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Perform simple tests</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions</p>		<p>Identify and classifying</p> <p>Gathering and recording data to help in answering questions</p> <p>Observe closely using simple equipment</p> <p>Using their observations and ideas to suggest answers to questions</p>	

HTR LKS2 Cycle 1- Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Electricity	States of Matter		Sound	Animals Including Humans	Living Things and Habitats
Substantive Knowledge					
<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	
Disciplinary Skills					
<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Using results to draw simple conclusions, predictions for new values, suggests improvements and rise further questions</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Using results to draw simple conclusions, predictions for new values, suggests improvements and rise further questions</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Making systematic and careful observations and where appropriate, taking accurate measurements using standards units and using a range of equipment including thermometers and data loggers</p>	<p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Making systematic and careful observations and where appropriate, taking accurate measurements using standards units and using a range of equipment including thermometers and data loggers.</p> <p>Using results to draw simple conclusions, predictions for new values, suggests improvements and rise further questions.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p>	<p>Recording findings using simple scientific language, drawings, labels diagrams, keys, bar charts and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	<p>Recording findings using simple scientific language, drawings, labels diagrams, keys, bar charts and tables.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes.</p>	

HTR LKS2 Cycle 2- Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Light	Rocks	Animals Including Humans	Magnets and Forces		Plants
Substantive Knowledge					
<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
Disciplinary Skills					
<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Setting up simple practical enquiries, comparative and fair tests</p>	<p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them</p>	<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to helping answering questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p>	<p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p>		<p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Setting up simple practical; enquiries, comparative and fair tests</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to helping answering questions</p> <p>Identify differences, similarities or changes related scientific ideas and processes.</p>

HTR Year Five- Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Earth and space		Properties and changes of materials	Forces	Living Things and Their Habitats	Animals, including humans
Substantive Knowledge					
<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>Describe the changes as humans develop to old age.</p>	
Disciplinary Skills					
<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>	

HTR Year Six- Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Light	Electricity	Living Things and their Habitats	Animals including Humans	Evolution and their Inheritance	
Substantive Knowledge					
<p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p> <p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	
Disciplinary Skills					
<p>Using test results to make predictions to set up further comparative and fair tests</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	