

## Science Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<b>KS3 Biology</b>
<b>Animals Including humans</b>  <b>Including Y3 Rocks &amp; Y6 Evolution &amp; Inheritance</b>		identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals						<b>Cells and Organisation</b> e.g. cells as the fundamental unit of living organisms  <b>Cellular respiration</b> e.g. aerobic and anaerobic respiration in living organisms
	<ul style="list-style-type: none"> <li>Name and observe mini beasts</li> </ul>	identify and name a variety of common animals that are carnivores, herbivores and omnivores	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		construct and interpret a variety of food chains, identifying producers, predators and prey			<b>Relationships in an ecosystem</b> e.g. the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops
	<ul style="list-style-type: none"> <li>Learn about the senses</li> </ul>	<ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>		identify that humans and some other animals have skeletons and muscles for support, protection and movement	<ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> </ul>		<ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>describe the ways in which nutrients and water are transported within animals, including humans</li> </ul>	<ul style="list-style-type: none"> <li><b>The skeletal and muscular systems</b> e.g. the structure and functions of the human skeleton, biomechanics – the interaction between skeleton and muscles and the function of muscles</li> <li><b>Nutrition and digestion</b> e.g. the tissues and organs of the human digestive system and the importance of bacteria in the human digestive system</li> <li><b>Gas exchange systems</b> e.g. the structure and functions of the gas exchange system in humans, the mechanism of breathing to move air in and out of the lungs, and to explain the movement of gases</li> </ul>
	<ul style="list-style-type: none"> <li>Name and match animals to their young</li> <li>1<sup>st</sup> hand observations of lifecycles- butterflies, frogs</li> </ul>		notice that animals, including humans, have offspring which grow into adults			<ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> <li><i>(Living things and their habitats)</i> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> </ul>	<i>(Evolution and inheritance)</i> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	<ul style="list-style-type: none"> <li><b>Reproduction</b> e.g. reproduction in humans including the structure and function of the male and female reproductive systems, menstrual cycle, gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta</li> <li><b>Inheritance, chromosomes, DNA and genes</b></li> </ul>
	<ul style="list-style-type: none"> <li>Keeping healthy- brushing teeth, healthy food, exercise and self-regulation</li> </ul>		<ul style="list-style-type: none"> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	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			recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (describe the ways in which nutrients and water are transported within animals, including humans)	<ul style="list-style-type: none"> <li><b>Nutrition and digestion</b> e.g. content of a healthy human diet, the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</li> <li><b>Gas exchange systems</b> e.g. the impact of exercise, asthma and smoking on the human gas exchange system</li> <li><b>Health</b> e.g. the effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</li> </ul>
	<ul style="list-style-type: none"> <li>Similarities and differences in people</li> <li>Similarities and differences between animals</li> </ul>			<i>(Rocks)</i> describe in simple terms how fossils are formed when things that have lived are trapped within rock			<ul style="list-style-type: none"> <li><i>(Evolution and inheritance)</i> recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>	<b>Inheritance, chromosomes, DNA and genes</b>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<u>KS3</u> Biology
<b>Plants</b>		identify and name a variety of common wild and garden plants, including deciduous and evergreen trees						
		identify and describe the basic structure of a variety of common flowering plants, including trees		<ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>investigate the way in which water is transported within plants</li> </ul>				
	<ul style="list-style-type: none"> <li>Planting bulbs and seeds</li> <li>observing plant growth</li> <li>sorting seeds</li> </ul>		observe and describe how seeds and bulbs grow into mature plants	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		(Y5 – living things and their habitats) describe the life process of reproduction in some plants and animals		<p><b>Reproduction</b> e.g. reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p><b>Relationships in an ecosystem</b> e.g. the importance of plant reproduction through insect pollination in human food security</p>
			find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	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><b>Nutrition and Digestion</b> e.g. plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.</p> <p><b>Gas exchange systems</b> e.g. the role of leaf stomata in gas exchange in plants.</p> <p><b>Photosynthesis</b></p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<b>KS3</b> <b>Biology</b>
<b>Living things and their habitats</b>	<ul style="list-style-type: none"> <li>• Animal habitats</li> <li>• Similarities and differences in habitats</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>• 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</li> </ul>		<ul style="list-style-type: none"> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>• (Y4: Animals including humans): construct and interpret a variety of food chains, identifying producers, predators and prey)</li> </ul>			<p><b>Relationships in an ecosystem</b> e.g. the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops, and how organisms affect, and are affected by, their environment, including the accumulation of toxic materials.</p> <p><b>Earth and atmosphere (chemistry)</b> e.g. Earth as a source of limited resources and the efficacy of recycling, the carbon cycle, the production of carbon dioxide by human activity and the impact on climate.</p>
					<ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>		<ul style="list-style-type: none"> <li>• 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</li> <li>• give reasons for classifying plants and animals based on specific characteristics</li> </ul>	
	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> hand experiences of lifecycles (frogs/ butterflies)</li> </ul>		<ul style="list-style-type: none"> <li>• (Y2 – Animals including Humans): notice that animals, including humans, have offspring which grow into adults)</li> <li>• explore and compare the differences between things that are living, dead, and things that have never been alive</li> </ul>			<ul style="list-style-type: none"> <li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>• describe the life process of reproduction in some plants and animals</li> </ul>		



	EYFS	Year 1	Year 2	Year 3 <i>Forces and Magnets</i>	Year 4	Year 5 <i>Forces</i>	Year 6	<a href="#">KS3</a> Physics
<b>Forces</b>	<ul style="list-style-type: none"> <li>• Exploring floating and sinking</li> <li>• Using and describing pushes and pulls</li> <li>• Using magnets</li> <li>• Using cars and bikes on different surfaces</li> </ul>			<ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• compare and group together a variety of everyday materials on the basis of whether</li> <li>• they are attracted to a magnet, and identify some magnetic materials</li> <li>• describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		<ul style="list-style-type: none"> <li>• explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>• identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>• recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>		<p><b>Energy changes and transfers</b> e.g. simple machines give bigger force but at the expense of smaller movement (and vice versa): product of force and displacement unchanged</p> <p><b>Motion and forces</b> e.g. Describing motion, Forces, Pressure in fluids and Balanced forces</p> <p><b>Magnetism</b> e.g. magnetic poles, attraction and repulsion, magnetic fields by plotting with compass, representation by field lines, Earth's magnetism, compass and navigation and the magnetic effect of a current, electromagnets, D.C. motors (principles only).</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<a href="#">KS3</a> Physics
<b>Electricity</b>	<ul style="list-style-type: none"> <li>• Play with battery operated toys</li> <li>• Use torches and cameras</li> <li>• Investigate how and why things work</li> <li>• looking at different light sources</li> <li>• comparing old and new kettles</li> </ul>				<ul style="list-style-type: none"> <li>• identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>		<ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• 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</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p><b>Energy</b> Calculation of fuel uses and costs in the domestic context e.g. comparing power ratings of appliances in watts (W, kW) and domestic fuel bills, fuel use and costs</p> <p><b>Energy changes and transfers</b> e.g. other processes that involve energy transfer: changing motion, dropping an object, completing an electrical circuit, stretching a spring, metabolism of food, burning fuels.</p> <p><b>Electricity and electromagnetism</b> Current electricity, Static electricity e.g. separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects and the idea of electric field, forces acting across the space between objects not in contact.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<a href="#">KS3</a> Physics
Light	<ul style="list-style-type: none"> <li>looking at different light sources</li> <li>using and exploring with torches</li> <li>exploring light and shadows</li> </ul>			<ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> </ul>			<ul style="list-style-type: none"> <li>recognise that light appears to travel in straight lines</li> <li>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</li> <li>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</li> </ul>	<b>Light waves</b> e.g. the similarities and differences between light waves and waves in matter, the human eye, light transferring energy from source to absorber leading to chemical and electrical, effects; photo-sensitive material in the retina and in cameras, colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.
	<ul style="list-style-type: none"> <li>exploring light and shadows</li> </ul>			<ul style="list-style-type: none"> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>			<ul style="list-style-type: none"> <li>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	<a href="#">KS3</a> Physics
Sound	<ul style="list-style-type: none"> <li>Tuning into sounds</li> <li>Listening and remembering sounds</li> <li>Talking about sounds</li> <li>Exploring different instruments</li> <li>Fast &amp; slow</li> <li>Loud &amp; soft</li> </ul>				<ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>			<b>Sound Waves</b> e.g. frequencies of sound waves, measured in hertz (Hz); echoes, reflection and absorption of sound, sound needs a medium to travel, the speed of sound in air, in water, in solids, sound produced by vibrations of objects, in loud speakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal and auditory range of humans and animals.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	KS3 Physics
<b>Seasonal Changes and Earth and Space</b>	<ul style="list-style-type: none"> <li>• Observing the weather</li> <li>• Discussing the season</li> <li>• Observations of the natural world</li> <li>• Leaf hunts</li> <li>• Leaf printing</li> </ul>	<ul style="list-style-type: none"> <li>• observe changes across the 4 seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>				<ul style="list-style-type: none"> <li>• describe the movement of the Earth and other planets relative to the sun in the solar system</li> <li>• describe the movement of the moon relative to the Earth</li> <li>• describe the sun, Earth and moon as approximately spherical bodies</li> <li>• use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</li> </ul>		<p><b>Space physics e.g.</b> gravity force, weight = mass x gravitational field strength (g), on Earth <math>g=10 \text{ N/kg}</math>, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only), our Sun as a star, other stars in our galaxy, other galaxies, the seasons and the Earth's tilt, day length at different times of year, in different hemispheres and the light year as a unit of astronomical distance.</p>

	<b>EYFS</b>	<b>Year 1 and Year 2</b>	<b>Year 3 and Year 4</b>	<b>Year 5 and Year 6</b>	<b>KS3</b>
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• asking questions</li> <li>• observing</li> <li>• using equipment (magnifying glasses, pipettes, non-standard units to measure)</li> <li>• performing simple tests (melting ice)</li> <li>• record own ideas in simple drawings</li> <li>• identifying and classifying (animals, materials)</li> </ul>	<p><b>asking simple questions and recognising that they can be answered in different ways</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• The children answer questions developed with the teacher often through a scenario.</li> <li>• 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.</li> </ul>	<p><b>asking relevant questions and using different types of scientific enquiries to answer them</b></p> <ul style="list-style-type: none"> <li>• The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions.</li> <li>• The children answer questions posed by the teacher.</li> <li>• 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.</li> </ul>	<p><b>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p><b>Scientific attitudes</b> e.g. pay attention to objectivity and concern for accuracy, precision, repeatability and Reproducibility, understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review and evaluate risks.</p> <p><b>Experimental skills and investigations</b> e.g. ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience, make predictions using scientific knowledge and understanding, select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate, use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements and apply sampling techniques.</p> <p><b>Analysis and evaluation</b> e.g. apply mathematical concepts and calculate result, present observations and data using appropriate methods, including tables and graphs, interpret observations and data, including identifying</p>
		<p><b>observing closely, using simple equipment</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• They begin to take measurements, initially by comparisons, then using non-standard units.</li> </ul>	<p><b>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</b></p> <ul style="list-style-type: none"> <li>• The children make systematic and careful observations.</li> <li>• They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements.</li> </ul>	<p><b>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> </ul>	
		<p><b>performing simple tests</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>setting up simple practical enquiries, comparative and fair tests</b></p> <ul style="list-style-type: none"> <li>• The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher.</li> <li>• They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking.</li> </ul> <p><small>*A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. **A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.</small></p>	<p><b>using test results to make predictions to set up further comparative and fair tests</b></p> <ul style="list-style-type: none"> <li>• Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.</li> </ul>	

<p><b>gathering and recording data to help in answering questions</b></p> <ul style="list-style-type: none"> <li>• The children record their observations e.g. using photographs, videos, drawings, labelled diagrams or in writing.</li> <li>• They record their measurements e.g. using prepared tables, pictograms, tally charts and block graphs. They classify using simple prepared tables and sorting rings.</li> </ul>	<p><b>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</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Children are supported to present the same data in different ways in order to help with answering the question.</li> </ul>	<p><b>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Children present the same data in different ways in order to help with answering the question.</li> </ul>	<p>patterns and using observations, measurements and data to draw conclusions, present reasoned explanations, including explaining data in relation to predictions and hypotheses, evaluate data, showing awareness of potential sources of random and systematic error, identify further questions arising from their results.</p> <p><b>Measurement</b> e.g. understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature, use and derive simple equations and carry out appropriate calculations and undertake basic data analysis including simple statistical techniques</p>
<p><b>using their observations and ideas to suggest answers to questions</b></p> <ul style="list-style-type: none"> <li>• 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. The children recognise ‘biggest and smallest’, ‘best and worst’ etc. from their data.</li> </ul>	<p><b>using straightforward scientific evidence to answer questions or to support their findings.</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>identifying scientific evidence that has been used to support or refute ideas or arguments</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• They talk about how their scientific ideas change due to new evidence that they have gathered. They talk about how new discoveries change scientific understanding.</li> </ul>	
	<p><b>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</b></p> <ul style="list-style-type: none"> <li>• They draw conclusions based on their evidence and current subject knowledge.</li> <li>• They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry.</li> <li>• 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.</li> <li>• Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry.</li> </ul> <p><b>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</b></p> <ul style="list-style-type: none"> <li>• They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary.</li> </ul>	<p><b>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</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• They identify any limitations that reduce the trust they have in their data.</li> <li>• They communicate their findings to an audience using relevant scientific language and illustrations.</li> </ul>	

		<p><b>identifying and classifying</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing.</li></ul>	<p><b>identifying differences, similarities or changes related to simple scientific ideas and processes</b></p> <p>Children interpret their data to generate simple comparative statements based on their evidence. They begin to identify naturally occurring patterns and causal relationships.</p>		