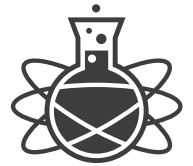


AGES 2-3	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Big Question: What is special about you?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Can recognise people- baby, child, grown up. • Explore materials with different properties. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore and respond to natural materials. 	<p>Big Question: Who are your heroes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Enjoy books about people and nature. 	<p>Big Question: Whose home is this?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Explore materials with different properties. 	<p>Big Question: Where in the world shall we go?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Can plant seeds and care for them. • Can talk about some things they have observed. 	<p>Big Question: What makes the world weird and wonderful?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Can plant seeds and care for them. • Begin to understand the key features of a plant and an animal. 	<ul style="list-style-type: none"> • Explore and respond to different natural phenomena in their setting and on walks.

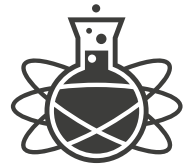
AGES 3-4	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
	<p>Big Question: What is special about you?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Exploring the differences between a variety of materials. 	<p>Big Question: If you go down to the woods today, would you believe your eyes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Investigate how to make things move-push and pull. 	<p>Big Question: Who are your heroes?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. 	<p>Big Question: Whose home is this?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Observe, discuss and compare different plants and animals. 	<p>Big Question: Where in the world shall we go?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Growing vegetables and flowers • Exploring and recognising features of living things incorporating Investigational skills. • Begin to understand the need to respect and care for the natural environment and all living things. 	<p>Big Question: What makes the world weird and wonderful?</p> <p>Children will be learning to:</p> <ul style="list-style-type: none"> • Understand the features of the lifecycle of an animal. 	<ul style="list-style-type: none"> • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice.



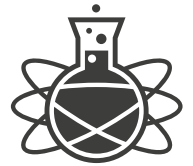
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Why are we all the same but different?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. 	<p>Big Question: Why don't we get conkers in space?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know that the earth is a planet. Understand what the moon is and discuss how it orbits the earth. Discuss the sun and solar system, what are the different planets. What are the different planets made of? 	<p>Big Question: How was the porridge just right?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Observe materials floating and sinking. Discuss the seasons and changes in weather between them. 	<p>Big Question: How do things grow from seeds?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Create opportunities to discuss how we care for the natural world around us. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. After close observation, draw pictures of the natural world, including animals and plants. 	<p>HISTORY FOCUS</p>	<p>Big Question: Can I huff and puff and blow your house down?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <p>Draw children's attention to forces.</p> <ul style="list-style-type: none"> How the water pushes up when they try to push a plastic boat under it. How they can stretch elastic, snap a twig, but cannot bend a metal rod. Magnetic attraction and repulsion. 	<p>Scientific Attitudes: In EYFS, some children will have shown good levels of curiosity about day-to-day issues related to science. For example, movement of the sun in the sky.</p> <p>Observe and Measure:</p> <ul style="list-style-type: none"> Pupils in EYFS will have been introduced to magnifiers and other simple scientific instruments. They also will have started the process of identifying, sorting and classifying. <p>Analysis: Some will be able to explain why things are as they are, e.g. it is hot because the sky is blue and no clouds are seen.</p> <p>Planning: From EYFS, pupils are encouraged to ask questions and to find out information.</p>



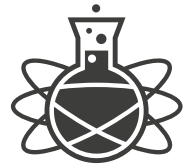
AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How are animals classified?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals. • Classify and know animals by what they eat (carnivore, herbivore and omnivore). • Know how to sort animals into categories(including fish, amphibians, reptiles, birds and mammals). • Know how to sort living and non-living things. 	<p>Big Question: How are animals classified?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals. • Classify and know animals by what they eat (carnivore, herbivore and omnivore). • Know how to sort animals into categories(including fish, amphibians, reptiles, birds and mammals). • Know how to sort living and non-living things. 	<p>Big Question: How do seasons change?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know the name of the materials an object is made from. • Know about the properties of everyday materials. 	<p>Big Question: What are the materials that are around us called?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know the name of the materials an object is made from. • Know about the properties of everyday materials. • Know the difference between wood, plastic, glass, metal, water and rock. • Compare and group materials. 	<p>Big Question: What are the names of different parts of plants?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know and name a variety of common wild and garden plants. • Know and name the petals, stem, leaves and root of a plant. 	<p>Big Question: What are our seen body parts and what do we mean by the senses?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know the name of parts of the human body that can be seen. • Know which sense is associated with which part of the body. 	<p>Scientific Attitudes:</p> <ul style="list-style-type: none"> • Encourage to be curious and ask questions about what they notice • Begin to use simple scientific language to talk about what they have found out and communicate their ideas • Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage1 <p>Observe and Measure:</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment safely • Perform simple tests • Gather and record data to help in answering questions • Identify and classify findings <p>Analysis:</p> <ul style="list-style-type: none"> • Use their observations and ideas to suggest answers to questions <p>Planning:</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Why do animals choose the habitats they have?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Identify things that are living, dead and never lived Know how a specific habitat provides for the basic needs of things living there (plants and animals) Identify and name plants and animals in a range of habitats Match living things to their habitat Know how animals find their food Name some different sources of food for animals Know and explain a simple food chain 	<p>Big Question: What are the different properties of different materials?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know why some materials are more suitable than others for specific uses Know why glass, wood, plastic, brick or paper would be used for certain jobs Know that some materials can be squashed, twisted or bent according to need Know why certain materials are suitable for many different uses Know about the lives of important people who have developed useful new materials 	<p>Big Question: What are the different properties of different materials?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know why some materials are more suitable than others for specific uses Know why glass, wood, plastic, brick or paper would be used for certain jobs Know that some materials can be squashed, twisted or bent according to need Know why certain materials are suitable for many different uses Know about the lives of important people who have developed useful new materials 	<p>Big Question: Why is it important to keep our bodies healthy?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know the basic stages in a life cycle for animals, (including humans) Know why exercise and a balanced diet are important for humans Know why having good hygiene is important for humans 	<p>Big Question: What do plants and trees need to grow healthily?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know what a plant needs to grow healthily Know how trees grow from a seed Identify and name trees that are around them. Know what trees need in order to grow and stay healthy (water, light & suitable temperature) 	<p>Big Question: What do plants and trees need to grow healthily?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know what a plant needs to grow healthily Know how trees grow from a seed Identify and name trees that are around them. Know what trees need in order to grow and stay healthy (water, light & suitable temperature) 	<p>Scientific Attitudes:</p> <ul style="list-style-type: none"> Encourage to be curious and ask questions about what they notice. Begin to use simple scientific language to talk about what they have found out and communicate their ideas. Read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage1. <p>Observe and Measure:</p> <ul style="list-style-type: none"> Observe closely, using simple equipment safely Perform simple tests Gather and record data to help in answering questions Identify and classify findings. <p>Analysis:</p> <ul style="list-style-type: none"> Use their observations and ideas to suggest answers to questions. <p>Planning:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: Why do humans have skeletons and muscles?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know about the importance of a nutritious, balanced diet. • Know how nutrients, water and oxygen are transported within animals and humans. • Know about the skeletal and muscular system of a human. • Know the names of some the common joints in our bodies. 	<p>Big Question: What are the main types of rocks on our Earth?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Compare and group rocks based on their appearance and physical properties, giving a reason. • Know how fossils are formed. • Know how soil is made. • Know about and explain the difference between sedimentary, metamorphic and igneous rock. 	<p>Big Question: Why do we have light and dark and what is its impact on our everyday life?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know what dark is (the absence of light). • Know that light is needed in order to see. • Know that light is reflected from a surface. • Know and demonstrate how a shadow is formed. • Explore shadow size and explain the changes. • Know the danger of direct sunlight and describe how to keep protected. 	<p>Big Question: What do we mean by a "force"?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces. • Know how a simple pulley works and used to lift an object. • Know how some forces require contact and some do not, giving examples. • Know about and explain how magnets attract and repel. • Predict whether magnets will attract or repel and give a reason. 	<p>Big Question: What do we mean by a "force"?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces. • Know how a simple pulley works and used to lift an object. • Know how some forces require contact and some do not, giving examples. • Know about and explain how magnets attract and repel. • Predict whether magnets will attract or repel and give a reason. 	<p>Big Question: What part do different parts of plants play in helping them grow healthily?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know the function of different parts of flowing plants and trees. • Know the function of flowers in a flowering plant. • Know what helps a plant grow. • Know how water is transported in a plant • Know what pollination is. • Know about seed dispersal. 	<p>Scientific Attitudes:</p> <ul style="list-style-type: none"> • Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. • Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. • Read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge. <p>Planning:</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. <p>Observing and Measuring:</p> <ul style="list-style-type: none"> • Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely, including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. <p>Measurement:</p> <ul style="list-style-type: none"> • Use standard units. <p>Analysis:</p> <ul style="list-style-type: none"> • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions and make predictions for new values. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support findings. <p>Evaluating:</p> <ul style="list-style-type: none"> • Use results to suggest improvements and raise further questions.



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How could we cope without electricity for one day?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Identify and name appliances that require electricity to function. Construct a series circuit. Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). Know the function of a switch. Know the difference between a conductor and an insulator; giving examples of each. 	<p>Big Question: What happens to the food we eat?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Identify and name the parts of the human digestive system. Know the functions of the organs in the human digestive system. Identify and know the different types of teeth in humans. Know the functions of different human teeth. Use food chains to identify producers, predators and prey. Construct food chains to identify producers, predators and prey. 	<p>Big Question: How is sound created and how does it travel?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know how sound is made. Know how sound travels from a source to our ears. Know how sounds are made, associating some of them with vibrating. Know the correlation between pitch and the features of the object producing a sound. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source. 	<p>Big Question: How is sound created and how does it travel?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know how sound is made. Know how sound travels from a source to our ears. Know how sounds are made, associating some of them with vibrating. Know the correlation between pitch and the features of the object producing a sound. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source. 	<p>Big Question: How do some solids, liquids and gases change state?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know how the same materials can change in state. Know the temperate water boils and freezes. Know which materials, other than water, change state Know the difference between solids, liquids and gas. Know the terms condensation and evaporation and know what they mean. 	<p>Big Question: How are living things grouped?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Group living things in different ways. Use classification keys to group, identify and name living things. Create classification keys to group, identify and name living things (for others to use). Know how changes to an environment could endanger living things. 	<p>Scientific Attitudes:</p> <ul style="list-style-type: none"> Ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them. Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. Read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge. <p>Planning:</p> <ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. <p>Observing and Measuring:</p> <ul style="list-style-type: none"> Make systematic and careful observations and, where appropriate, take accurate measurements, using a range of equipment safely, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions. <p>Measurement:</p> <ul style="list-style-type: none"> Use standard units. <p>Analysis:</p> <ul style="list-style-type: none"> Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions and make predictions for new values. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support findings. <p>Evaluating:</p> <ul style="list-style-type: none"> Use results to suggest improvements and raise further questions.

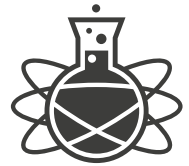


AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: What materials can and cannot be changed back to their original form?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical and thermal], and response to magnets). Know and explain how a material dissolves to form a solution. Know and show how to recover a substance from a solution. Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating). Know and demonstrate that some changes are reversible and some are not. Know how some changes result in the formation of a new material and that this is usually irreversible. 	<p>Big Question: What materials can and cannot be changed back to their original form?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, (electrical and thermal), and response to magnets). Know and explain how a material dissolves to form a solution. Know and show how to recover a substance from a solution. Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating). Know and demonstrate that some changes are reversible and some are not. Know how some changes result in the formation of a new material and that this is usually irreversible. 	<p>Big Question: What do we know about the Sun, Earth, Moon and the planets?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know about and explain the movement of the Earth and other planets relative to the Sun. Know about and explain the movement of the Moon relative to the Earth. Know and demonstrate how night and day are created. Describe the Sun, Earth and Moon (using the term spherical). 	<p>Big Question: What is a force and how does it impact on the way things move?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know what gravity is and its impact on our lives. Identify and know the effect of air resistance. Identify and know the effect of water resistance. Identify and know the effect of friction. Explain how levers, pulleys and gears allow a smaller force to have a greater effect. 	<p>Big Question: What do we know about the life-cycles of humans and various animals?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know the life cycle of different living creatures, e.g. mammal, amphibian, insect, bird. Know the differences between different life cycles. Know the process of reproduction in plants. Know the process of reproduction in animals. Create a timeline to indicate stages of growth in humans. 	<p>Big Question: What do we know about the life-cycles of humans and various animals?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> Know the life cycle of different living creatures, e.g. mammal, amphibian, insect, bird. Know the differences between different life cycles. Know the process of reproduction in plants. Know the process of reproduction in animals. Create a timeline to indicate stages of growth in humans. 	<p>Scientific Attitudes:</p> <ul style="list-style-type: none"> Know and use the terms: accuracy, precision, repeatability and reproducibility. Know how scientific theories change over time. <p>Planning:</p> <ul style="list-style-type: none"> Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <p>Observe and Measuring:</p> <ul style="list-style-type: none"> Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables when appropriate. <p>Measurement:</p> <ul style="list-style-type: none"> Use standard units. <p>Analysis:</p> <ul style="list-style-type: none"> Present data using a variety of scatter graphs, bar and line graphs. Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations <p>Evaluating:</p> <ul style="list-style-type: none"> Use test results to make predictions to set up further comparative and fair tests. Discuss the degree of trust in results.



CURRICULUM DEVELOPMENT

SCIENCE YEAR 6



AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	AREs
<p>Big Question: How does electricity work and how does its power vary?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Compare and give reasons for why components work and do not work in a circuit. • Draw circuit diagrams using correct symbols. • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. 	<p>Big Question: How have living things on Earth changed over time?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know how the Earth and living things have changed over time. • Know how fossils can be used to find out about the past. • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents). • Know how animals and plants are adapted to suit their environment. • Link adaptation over time to evolution. • Know about evolution and can explain what it is. 	<p>Big Question: How do our eyes help us see?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Know how light travels. • Know and demonstrate how we see objects. • Know why shadows have the same shape as the object that casts them. • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. 	<p>Big Question: How does the heart work and why is it so important?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • 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. 	<p>Big Question: How are living things classified?</p> <p>Overview of knowledge, understanding and skills (key concepts):</p> <ul style="list-style-type: none"> • Classify living things into broad groups according to observable characteristics and based on similarities & differences. • Know how living things have been classified. • Give reasons for classifying plants and animals in a specific way. 	<p>YEAR 6+ CURRICULUM</p>	<p>Scientific Attitudes:</p> <ul style="list-style-type: none"> • Know and use the terms: accuracy, precision, repeatability and reproducibility. • Know how scientific theories change over time. <p>Planning:</p> <ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. <p>Observe and Measuring:</p> <ul style="list-style-type: none"> • Take measurements, using a range of scientific equipment safely, with increasing accuracy and precision, taking repeat readings. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables when appropriate. <p>Measurement:</p> <ul style="list-style-type: none"> • Use standard units. <p>Analysis:</p> <ul style="list-style-type: none"> • Present data using a variety of scatter graphs, bar and line graphs. • Report and present findings from enquiries, including conclusions, causal relationships and explanations in oral and written forms such as displays and other presentations <p>Evaluating:</p> <ul style="list-style-type: none"> • Use test results to make predictions to set up further comparative and fair tests. • Discuss the degree of trust in results.