

Science—Progression of Knowledge and Skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery	Communication and Language: Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Physical Social and Emotional Development - Make healthy choices about food, drink, activity and tooth brushing Understanding the World: Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Begin to make sense of their own life-story and family’s history. Explore how things work. Plant seeds and care for growing plants. 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	Summer2
Reception	Communication and Language: Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts Physical Social and Emotional Development - Know and talk about the different factors that support their overall health and wellbeing. regular physical activity healthy eating tooth brushing sensible amounts of ‘screen time’ having a good sleep routine being a safe pedestrian Understanding the World: Explore the natural world around them Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.			Communication and Language: Make comments about what they have heard and ask questions to clarify their understanding. Physical Social and Emotional Development: 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 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		



Science—Progression of Knowledge and Skills

Year 1	Ask Simple Questions and recognise they can be answered in different ways	Observe Closely, using simple equipment	Perform Simple Tests	Identify and Classify	Observations and Ideas to suggest answers to questions	Gather and Record Data to help answer questions
	Autumn Term: - Can I ask questions to find out about my body's senses? Spring Term: - Can I ask scientific questions about everyday materials? - Can I identify and classify objects by the materials they are made from? Summer Term: N/A	Autumn Term: - Can I describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)? Spring Term: - January/February (weather dependent) Can I observe closely the weather associated with the seasons in the context of Winter? - Can I observe and describe the properties of everyday materials? - March/April (weather dependent): Can I observe closely the weather associated with the seasons in the context of the Spring? Summer Term: - Can I identify and name deciduous and evergreen trees in the local environment? - Can I identify and describe the basic structure of a common flowering plant?	Autumn Term: N/A Spring Term: Can I perform simple tests to find the properties of everyday materials? Summer Term: N/A	Autumn Term: - Can I draw the human body and label the different parts? - Can I name and classify a variety of common animals? (fish, amphibians, reptiles, birds and mammals) - Can I name a variety of common animals that are carnivores, herbivores and omnivores? Spring Term: N/A Summer Term: - Can I identify and name a variety of common wild and garden plants? - Can I compare plants?	Autumn Term: - Can I observe and describe weather associated with the seasons in the context of Autumn? Spring Term: - Can I use observations to compare materials and suggest which is most suitable for a purpose? Summer Term: - Can I describe the function of different parts of a plant?	Autumn Term: N/A Spring Term: - Can I use gather and record information to show how materials are similar or different? Summer Term: - Can I observe, gather and record information about plant growth over time? (part 1—plant seeds) - Can I observe, gather and record information about plant growth over time? (part 2—table of results) - June/July (weather dependent) Can I observe closely the weather associated with the seasons in the context of Summer?



Science—Progression of Knowledge and Skills

Year 2	Ask Simple Questions and recognise they can be answered in different ways	Observe Closely, using simple equipment	Perform Simple Tests	Identify and Classify	Observations and Ideas to suggest answers to questions	Gather and Record Data to help answer questions
	Autumn Term: - Can I ask a scientific question about the basic needs of animals (including humans)? Spring Term 1: - N/A Spring Term 2: - N/A Summer Term: - Can I recognise that living things have a life processes?	Autumn Term: - N/A Spring Term1: - Can I gather and record data when identifying how materials can be changed? - Can I perform a simple test to see if materials are waterproof? Spring Term 2: - Can I observe and describe how seeds and bulbs grow into mature plants? Summer Term: - Can I identify and describe habitats and microhabitats?	Autumn Term: - Can I perform a simple test before and after exercise? Spring Term1: - Can I perform a simple test to see if materials are waterproof? Spring Term 2: - Can I perform a simple test to find out if plants need water to grow? - Can I perform a simple test to find out if plants need light and a suitable temperature to stay healthy? Summer Term: - N/A	Autumn Term: - Can I identify different ways of keeping fit and classify activities related to exercise? - Can I classify healthy and unhealthy foods? - Can I classify hygienic and unhygienic tasks? - Can I identify and classify different teeth? Spring Term1: - Can I identify and compare the suitability of a variety of everyday materials? - Can I explain the environmental impact of plastics and classify objects for recycling? Spring Term 2: - Can I explain what plants need to grow and stay healthy? Summer Term: - Can I explore and compare the differences between living, dead and never alive things? - Can I identify and describe habitats and microhabitats? - Can I identify and describe habitats and microhabitats? - Can I create a simple food chain and identify sources of food?	Autumn Term: - Can I answer questions about why animals and humans have offspring? Spring Term1: - Can I answer questions about John Dunlop and Charles Macintosh? Spring Term 2: - Can I explain what plants need to grow and stay healthy? Summer Term: - Can I recognise that living things have a life processes? - Can I explore and compare the differences between living, dead and never alive things? - Can I gather and record data to answer questions about how living things depend on each other in habitats? - Can I create a simple food chain and identify sources of food?	Autumn Term: - N/A Spring Term1: - Can I gather and record data when identifying how materials can be changed? - Can I perform a simple test to see if materials are waterproof? Spring Term 2: - Can I observe and record how plants change as they grow over time? - Can I perform a simple test to find out if plants need water to grow? - Can I perform a simple test to find out if plants need light and a suitable temperature to stay healthy? Summer Term: - Can I identify and describe habitats and microhabitats? - Can I gather and record data to answer questions about how living things depend on each other in habitats?

End of Key Stage 1 Expectations (Science)

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- use observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

	Ask relevant questions and use different types of scientific enquiries to answer them	Set up simple practical enquiries, comparative and fair tests	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Gather, record, classify and present, data in a variety of ways to help answer questions	Records 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, make predictions for new values, suggest improvements and raise further question	Identify differences, similarities or changes related to simple scientific ideas and processes	Use straightforward scientific evidence to answer questions or to support their findings.
Year 3	Autumn Term 1: •Can I ask scientific questions about light and shadow and make predictions based on what I think will happen? Autumn Term 2: Spring Term 1: Spring Term 2: Summer Term: •Can I ask questions and make careful observations about different types of rocks?	Autumn Term 1: •Can I plan and carry out a fair test to compare how different materials reflect light and record my results? Autumn Term 2: •Can I investigate how muscles work with bones to help the body move? Spring Term 1: •Can I carry out a fair test to identify magnetic materials and record my results? Spring Term 2: •Can I set up a comparative test to find out what plants need to grow and stay healthy? Summer Term: •Can I set up a simple enquiry to investigate how rocks can change over time?	Autumn Term 1: •Can I observe how light reflects from surfaces and identify reflective materials using scientific evidence? •Can I explain how shadows are formed and investigate patterns in how shadow size changes by measuring and observing? Autumn Term 2: •Can I investigate how muscles work with bones to help the body move? Spring Term 1: •Can I describe pushes and pulls as forces, and observe how objects move? •Can I compare how things move on different surfaces and explain why? •Can I observe how magnets attract and repel each other and describe what happens? Spring Term 2: •Can I identify the parts of a flower and explain their role in plant reproduction? •Can I set up a comparative test to find out what plants need to grow and stay healthy? •Can I observe and record how plants grow over time? •Can I investigate how water is transported within plants? Summer Term: •Can I ask questions and make careful observations about different types of rocks? •Can I set up a simple enquiry to investigate how rocks can change over time?	Autumn Term 1: •Can I plan and carry out a fair test to compare how different materials reflect light and record my results? •Can I classify materials (transparent, translucent, opaque) and record and present my findings using tables, labelled diagrams and charts? Autumn Term 2: •Can I classify foods into groups and present my findings in a clear way? •Can I classify animals as carnivores, herbivores or omnivores and explain how this links to their diet? Spring Term 1: •Can I carry out a fair test to identify magnetic materials and record my results? •Can I describe magnetic poles and investigate how magnet strength affects attraction and repulsion? Spring Term 2: •Can I observe and record how plants grow over time? Summer Term: •Can I group rocks based on their properties and explain my choices using evidence? •Can I recognise that soils are made from rocks and organic matter and compare different types of soil?	Autumn Term 1: •Can I classify materials (transparent, translucent, opaque) and record and present my findings using tables, labelled diagrams and charts? Autumn Term 2: •Can I classify foods into groups and present my findings in a clear way? •Can I identify and name key bones in the human skeleton and explain their functions? Spring Term 1: Spring Term 2: •Can I identify and describe the functions of different parts of a flowering plant? •Can I identify the parts of a flower and explain their role in plant reproduction? Summer Term:	Autumn Term 1: •Can I use scientific evidence to explain how to stay safe in the sun and present my findings clearly to others? Autumn Term 2: Spring Term 1: Spring Term 2: •Can I explain the life cycle of a flowering plant using scientific evidence? Summer Term: •Can I explain how fossils are formed and what they tell us about the past?	Autumn Term 1: •Can I ask scientific questions about light and shadow and make predictions based on what I think will happen? Autumn Term 2: •Can I use evidence to explain what makes a balanced diet and why humans cannot make their own food? Spring Term 1: •Can I describe magnetic poles and investigate how magnet strength affects attraction and repulsion? Spring Term 2: Summer Term:	Autumn Term 1: •Can I identify light sources and use evidence to explain why light is needed to see? •Can I explain how shadows are formed and investigate patterns in how shadow size changes by measuring and observing? Autumn Term 2: •Can I identify the different types of nutrients humans need and explain why they are important? •Can I classify animals as carnivores, herbivores or omnivores and explain how this links to their diet? Spring Term 1: •Can I describe pushes and pulls as forces, and observe how objects move? •Can I compare how things move on different surfaces and explain why? •Can I identify that some forces need contact and others (like magnets) act at a distance? •Can I observe how magnets attract and repel each other and describe what happens? Spring Term 2: Summer Term: •Can I describe and compare rocks based on their appearance and physical properties? •Can I recognise that soils are made from rocks and organic matter and compare different types of soil?	Autumn Term 1: •Can I identify light sources and use evidence to explain why light is needed to see? •Can I observe how light reflects from surfaces and identify reflective materials using scientific evidence? •Can I use scientific evidence to explain how to stay safe in the sun and present my findings clearly to others? Autumn Term 2: •Can I identify the different types of nutrients humans need and explain why they are important? •Can I use evidence to explain what makes a balanced diet and why humans cannot make their own food? •Can I identify and name key bones in the human skeleton and explain their functions? Spring Term 1: •Can I identify that some forces need contact and others (like magnets) act at a distance? •Can I identify and describe the functions of different parts of a flowering plant? •Can I investigate how water is transported within plants? •Can I explain the life cycle of a flowering plant using scientific evidence? Summer Term: •Can I describe and compare rocks based on their appearance and physical properties? •Can I group rocks based on their properties and explain my choices using evidence? •Can I explain how fossils are formed and what they tell us about the past?



Science—Progression of Knowledge and Skills

	Ask relevant questions and use different types of scientific enquiries to answer them	Set up simple practical enquiries, comparative and fair tests	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Gather, record, classify and present, data in a variety of ways to help answer questions	Records 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, make predictions for new values, suggest improvements and raise further question	Identify differences, similarities or changes related to simple scientific ideas and processes	Use straightforward scientific evidence to answer questions or to support their findings.
Year 4	Autumn Term 1: •Can I ask questions and recognise that living things can be grouped in different ways? Autumn Term 2: Spring Term 1: •Can I compare and group materials according to whether they are solids, liquids or gases? Spring Term 2: Summer Term: •Can I ask questions and identify how sounds are made and link them to vibrations?	Autumn Term 1: Autumn Term 2: Spring Term 1: •Can I set up an enquiry to investigate how temperature affects changes of state? •Can I set up an enquiry to investigate how temperature affects changes of state? •Can I investigate how temperature affects the rate of evaporation and report my findings using evidence to draw conclusions? Spring Term 2: •Can I create a circuit with a switch and explain how it works? Summer Term:	Autumn Term 1: Autumn Term 2: Spring Term 1: •Can I describe the properties of solids, liquids and gases using observations and evidence? Spring Term 2: •Can I set up an enquiry to investigate how temperature affects changes of state? •Can I set up an enquiry to investigate how temperature affects changes of state? Summer Term: •Can I ask questions and identify how sounds are made and link them to vibrations? •Can I investigate how sound changes as the distance from the source increases?	Autumn Term 1: •Can I use and create simple classification keys to identify living things? Autumn Term 2: Spring Term 1: •Can I compare and group materials according to whether they are solids, liquids or gases? Spring Term 2: •Can I construct a simple series circuit and record it using a labelled diagram? •Can I create a circuit with a switch and explain how it works? Summer Term: •Can I use my understanding of pitch and volume to design and improve an elastic band guitar?	Autumn Term 1: •Can I use and create simple classification keys to identify living things? Autumn Term 2: Spring Term 1: •Can I set up an enquiry to investigate how temperature affects changes of state? Spring Term 2: •Can I construct a simple series circuit and record it using a labelled diagram? •Can I create a circuit with a switch and explain how it works? Summer Term:	Autumn Term 1: Autumn Term 2: Spring Term 1: •Can I investigate how temperature affects the rate of evaporation and report my findings using evidence to draw conclusions? Spring Term 1: •Can I observe patterns in circuits and report my findings (using results) to draw conclusions? Summer Term:	Autumn Term 1: •Can I identify and describe the main parts of the human digestive system? Autumn Term 2: Spring Term 1: •Can I investigate how temperature affects the rate of evaporation and report my findings using evidence to draw conclusions? Spring Term 1: •Can I observe patterns in circuits and report my findings (using results) to draw conclusions? Summer Term: •Can I observe patterns in circuits and report my findings (using results) to draw conclusions? •Can I use my understanding of pitch and volume to design and improve an elastic band guitar?	Autumn Term 1: •Can I ask questions and recognise that living things can be grouped in different ways? •Can I identify and classify animals as vertebrates or invertebrates? •Can I classify living things using observable characteristics? •Can I explain what a habitat is and how environments change over time? Autumn Term 2: Spring Term 1: •Can I identify different types of teeth and explain their functions? •Can I compare different animals' teeth and explain how they are adapted to their diet? Spring Term 1: •Can I observe and explain how materials change state when they are heated or cooled? Spring Term 2: •Can I identify common appliances that use electricity? •Can I create a circuit with a switch and explain how it works? •Can I observe patterns in circuits and report my findings (using results) to draw conclusions? Summer Term: •Can I find patterns between the pitch of a sound and features of the object that produced it? •Can I find patterns between the volume of a sound and the strength of vibrations?	Autumn Term 1: Autumn Term 2: •Can I explain how changes in the environment can affect living things? •Can I explain the function of each part of the digestive system using scientific language? •Can I construct and interpret food chains, identifying producers, predators and prey? Spring Term 1: •Can I identify the stages of the water cycle and explain evaporation and condensation? •Can I identify the stages of the water cycle and explain evaporation and condensation? Spring Term 2: •Can I explain why a circuit needs to be complete for a bulb to light? Summer Term: •Can I explain how vibrations travel through a medium to the ear?

Lower Key Stage 2 Expectations (Science)

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- 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
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.



Science—Progression of Knowledge and Skills

Year 5	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Using test results to make predictions to set up further comparative and fair tests	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Identifying scientific evidence that has been used to support or refute ideas or arguments.
	Autumn Term: •Can I plan and carry out a fair test to investigate soluble and insoluble materials, recording results accurately (including repeat readings where appropriate)? •Can I select and use different methods to separate mixtures and explain why they work using scientific evidence? •Can I investigate irreversible changes and use evidence to explain how new materials are formed and evaluate how reliable my results are? Spring Term: Summer Term 1: •Can I plan and carry out a fair test to investigate how air resistance affects falling objects? Summer Term 2: •Can I describe the life process of reproduction in plants?	Autumn Term: •Can I plan and carry out a fair test to investigate soluble and insoluble materials, recording results accurately (including repeat readings where appropriate)? Spring Term: Summer Term 1: •Can I plan and carry out a fair test to investigate how air resistance affects falling objects? •Can I investigate how water resistance and friction affect movement using evidence from tests? Summer Term 2:	Autumn Term: •Can I use evidence from investigations (including graphs where appropriate) to explain reversible changes such as dissolving and evaporation? Spring Term: •Can I describe the movement of the Earth and other planets relative to the Sun? •Can I describe the movement of the Moon and explain that the Sun, Earth and Moon are spherical bodies? Summer Term 1: Summer Term 2: •Can I describe and compare the life cycles of mammals and birds? •Can I describe and compare the life cycles of amphibians and insects?	Autumn Term: •Can I use evidence from investigations (including graphs where appropriate) to explain reversible changes such as dissolving and evaporation? •Can I use results from investigations to make predictions and justify the best use of materials for different purposes? Spring Term: •Can I use models and evidence to answer questions about movement in the solar system and explain my findings? Summer Term 1: •Can I investigate how water resistance and friction affect movement using evidence from tests? Summer Term 2:	Autumn Term: •Can I investigate irreversible changes and use evidence to explain how new materials are formed and evaluate how reliable my results are? Spring Term: •Can I use models and evidence to answer questions about movement in the solar system and explain my findings? Summer Term 1: •Can I explain how levers, pulleys and gears allow a smaller force to have a greater effect? Summer Term 2: •Can I compare reproduction in plants and animals and use evidence to explain similarities and differences?	Autumn Term: •Can I compare/group materials based on properties and use evidence to explain my choices? •Can I select and use different methods to separate mixtures and explain why they work using scientific evidence? •Can I use results from investigations to make predictions and justify the best use of materials for different purposes? Spring Term: •Can I describe the Sun, Earth and other planets in the solar system? •Can I use evidence to explain how ideas about the solar system have changed over time? Summer Term 1: •Can I explain why unsupported objects fall towards the Earth due to gravity? •Can I use evidence to explain how scientists developed our understanding of gravity? Summer Term 2: •Can I describe and compare life cycles of different types of animals? •Can I compare reproduction in plants and animals and use evidence to explain similarities and differences?



Science—Progression of Knowledge and Skills

Year 6	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Using test results to make predictions to set up further comparative and fair tests	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	Identifying scientific evidence that has been used to support or refute ideas or arguments.
	Autumn Term 1: Autumn Term 2: •Can I plan and carry out an investigation to measure pulse rate and use results to explain how exercise affects the body? Spring Term: Summer Term 1: Summer Term 2: •Can I use results from circuit investigations to make predictions and plan further tests? •Can I investigate how the number of cells affects the brightness of a bulb?	Autumn Term 1: Autumn Term 2: •Can I plan and carry out an investigation to measure pulse rate and use results to explain how exercise affects the body? Spring Term: Summer Term 1: Summer Term 2: •Can I investigate how the number of cells affects the brightness of a bulb?	Autumn Term 1: •Can I classify animals into vertebrates and invertebrates using observable characteristics? •Can I classify animals into specific groups using their characteristics? •Can I classify plants and microorganisms based on their observable characteristics? •Can I use and create classification keys to identify living things? Autumn Term 2: •Can I identify and describe the main parts of the human circulatory system? Spring Term: Summer Term 1: Can I explain how light travels from a source to our eyes? Summer Term 2: •Can I use recognised symbols to represent a simple circuit in a diagram?	Autumn Term 1: Autumn Term 2: Spring Term: Summer Term 1: Can I recognise that light appears to travel in straight lines? Can I investigate shadows and explain why they have the same shape as the objects that cast them? Can I use my understanding of light travelling in straight lines to explain how devices such as mirrors or periscopes work? Summer Term 2: •Can I use results from circuit investigations to make predictions and plan further tests? •Can I design and build a circuit to solve a problem and explain how it works?	Autumn Term 1: •Can I give reasons for classifying living things based on specific characteristics? Autumn Term 2: •Can I explain how diet, exercise, drugs and lifestyle affect how the body functions? Spring Term: •Can I explain how adaptation may lead to evolution using evidence? •Can I use scientific evidence to explain how our understanding of evolution has developed over time? Summer Term 1: Summer Term 2: •Can I design and build a circuit to solve a problem and explain how it works?	Autumn Term 1: •Can I describe how living things are grouped based on similarities and differences? •Can I give reasons for classifying living things based on specific characteristics? Autumn Term 2: •Can I explain the functions of the heart, blood vessels and blood? •Can I describe how nutrients and water are transported within our body? •Can I explain how diet, exercise, drugs and lifestyle affect how the body functions? Spring Term: •Can I recognise that living things have changed over time and explain what fossils tell us about the past? •Can I explain how offspring inherit characteristics and why they are not identical to parents? •Can I identify how animals and plants are adapted to suit their environment? •Can I explain how adaptation may lead to evolution using evidence? •Can I use scientific evidence to explain how our understanding of evolution has developed over time? Summer Term 1: Can I explain that we see objects because they reflect light into our eyes? Summer Term 2: •Can I compare how components function and give reasons for differences?

Upper Key Stage 2 Expectations (Science)

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.