

Wren Park Primary School

Whole school long term

Science curriculum overview



RESPECTFUL



AMBITIOUS



RESILIENT



Build knowledge about:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Topic: Our Big New Adventure!</p> <p>Forces Exploring Floating and Sinking. Pushes and Pulls.</p> <p>Weather and Seasons. Autumn changes.</p> <p><i>EYFS curriculum Link</i> The Natural World Children will talk about features of the environment they are in and learn about the different environments (Wren's Nest & Garden). Children will explore and ask questions about the natural world around them, making observations. Children will understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Topic: Sparkle & Shine!</p> <p>Our Body Similarities and differences (links to PSHE)</p> <p>Materials. Melting and freezing.</p> <p>Food Explore the use of wheat and flour to make a dough (Diwali – Diva lamps)</p> <p><i>EYFS curriculum Link</i> The Natural World Children will know some similarities & differences between the natural world around them, drawing on their experiences and what has been read in class. Children will explore and ask questions about the natural world around them. Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Topic: Terrific Tales</p> <p>Weather and Seasons. Ice/rain and water. Describe how air moves. Explore snow melting. Learn how rainbows are formed. Seasonal changes in winter.</p> <p>Food Examine different ingredients, then weigh them to make a mixture (Easter/Lent)</p> <p>Animals Discover where animals live and what they need to survive (polar habitats)</p> <p><i>EYFS curriculum Link</i> The Natural World Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Children will know some similarities & differences between the natural world around them and contrasting</p>	<p>Topic: Wonderful World</p> <p>Our Body Learn about the body parts: The arms, legs, and chest. The hands and feet. The eyes and nose. The ears, mouth and hair. Understand how humans grow Describe changes in our own bodies List some ways we have changed from a baby</p> <p>Food Understand the importance of staying healthy Describe a balanced diet Know the difference between healthy and unhealthy food.</p> <p>Materials Explore the process of melting (Easter Nests).</p> <p><i>EYFS curriculum Link</i> The Natural World Children will explore the natural world around them, making observations and drawing pictures of animals and plants. Children will understand some</p>	<p>Topic: The Great Outdoors</p> <p>Life cycles Observe the life cycle of a frog.</p> <p>Plants Discover that plants are living things. Learn about plants and where they come from. Explore how to look after plants.</p> <p><i>EYFS curriculum Link</i> The Natural World Children will explore and ask questions about the natural world around them, making observations and drawing pictures of animals and plants. Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Topic: Sun, Sea & Sand</p> <p>Animals Learn that animals are living things. Discover where animals live and what they need to survive. Explore where birds live and what they need to survive. Learn about farm animals. Learn about dinosaurs that lived on Earth.</p> <p>Our Body Discover how our bodies change</p> <p><i>EYFS curriculum Link</i> The Natural World Children will know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Children will explore the natural world around them, making observations and drawing pictures of animals and plants. Children will understand some important processes and changes</p>

			environments, drawing on their experiences and what has been read in class.	important processes and changes in the natural world around them, including changing states of matter.		in the natural world around them, including changing states of matter. Children will know some similarities & differences between things in the past and now, drawing on their experiences and what has been read in class.
Year 1	<p>Topic: Marvellous Materials</p> <p>Everyday Materials: To be able to identify a variety of common materials. To be able to distinguish between an object and the material from which it is made. To be able to describe materials according to their properties. To identify materials that float and sink.</p> <p>Working Scientifically: Identify and classify Use observations and ideas to suggest answers to questions Perform simple tests Gather and record data to help in answering questions.</p>	<p>Topic: Lovely Littleover</p> <p>Seasonal Changes (autumn) To find out about different seasons and how to describe them. To find out about the seasons and how they are different. To find out about how animals are affected by the seasons. To find out about how humans are affected by the seasons. To find out about the day length is affected by the seasons. To investigate the weather during the seasons.</p> <p>Working Scientifically: Using their observations and ideas to suggest answers to question. Observing over time. Performing simple tests Gathering and recording data to help in answering questions. Comparative/fair testing.</p>	<p>Topic: The Book Nook</p> <p>Everyday Materials: To be able to describe why some materials suit certain objects better than others. To carry out an experiment to find out which materials are waterproof. To recap what we have learnt about everyday materials.</p> <p>Working Scientifically: Identify and classify Use observations and ideas to suggest answers to questions Perform simple tests Gather and record data to help in answering questions.</p>	<p>Topic: Muddy Boots</p> <p>Plants: To find out what a plant is. To identify and describe garden plants. To identify and describe wild plants. To identify and describe a range of trees. To identify the different parts of a plant. To make observations of growing plants.</p> <p>Seasonal Changes revisited</p> <p>Working Scientifically: Ask simple questions. Observe closely and use simple equipment. Use their observations and ideas to suggest answers to questions.</p>	<p>Topic: Fantastic Me</p> <p>My Body: To be able to identify, name and label body parts. To explore what parts of our bodies we use for different activities. To find out about the five senses, in particular the sense of sight. To explore the sense of touch. To explore the sense of smell. To explore the sense of taste To explore the sense of sound</p> <p>Working Scientifically: Use observations and ideas to suggest answers to questions. Perform simple tests. Grouping/sorting/identifying and classifying. Pattern seeking.</p>	<p>Topic: All Creatures Great and Small</p> <p>Identifying Animals: To be able to identify and name a variety of common animals. To be able to identify and name a variety of common UK mammals. To be able to identify and compare a variety of common UK birds and reptiles. To be able to identify and compare a variety of common UK fish and amphibians. To be able to identify and sort carnivores, herbivores and omnivores. To be able to take care of animals. To collect data about animals and answer questions. Seasonal Changes revisited Working Scientifically: Use observations and ideas to suggest answers to questions Grouping/sorting/identifying and classifying. Research using secondary sources.</p>
Year 2	<p>Topic: Castles</p> <p>Living in Habitats To be able to identify things that are living, things that are dead and things that have never been alive.</p>	<p>Topic: Great Fire of London</p> <p>Exploring Everyday Materials To be able to identify a variety of</p>	<p>Topic: Real superheroes</p> <p>Animals Including Humans: Growth To explore the environment as a factor of survival for animals, including humans</p>	<p>Topic: What came first the seed or of the plant?</p> <p>Plants To understand that different seeds grow into different plants</p>	<p>Topic: Land Ahoy!</p> <p>Animals Including Humans: Life Cycles To find out about the offspring of a variety of different animals. To find out about the different</p>	<p>Topic: Seaside now and then.</p> <p>Living in Habitats To explore the plants and animals that live in seaside</p>

	<p>To understand that living things need to live in suitable habitats.</p> <p>Working Scientifically: Pattern seeking. Observing closely, using simple equipment. Asking simple questions and recognising that they can be answered in different ways. Gathering and recording data to help in answering questions</p>	<p>materials and sort them according to a variety of criteria. To be able to identify natural and man-made materials. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't. To identify the suitability of metal and plastic for a variety of purposes To identify different products that can be made from wood and their features and purposes. To identify different materials that are used for the same product. To identify material inventions and discoveries.</p> <p>Working Scientifically: Using their observations and ideas to suggest answers to questions Identifying, classifying and grouping. Comparative/fair test. Gathering and recording data to help in answering questions</p>	<p>To find out how to eat a healthy, balanced diet. To find out why exercise is important to keep our bodies healthy.</p> <p>Working Scientifically: Performing simple tests. Using their observations and ideas to suggest answers to questions. Identifying and classifying.</p>	<p>and to describe them. To understand that plants can be grown from bulbs. To be able to explain why and how seeds are dispersed. To plan, carry out and evaluate an investigation into the conditions that affect germination. To observe and describe how a plant changes as it matures.</p> <p>Working Scientifically: Observing over time. Asking simple questions and recognising that they can be answered in different ways. Performing simple tests. Using their observations and ideas to suggest answers to questions . Gathering and recording data to help in answering questions.</p>	<p>ways in which animals reproduce. To explore how humans grow as they get older. To find out what animals, including humans, need to survive.</p> <p>Working Scientifically: Asking simple questions and recognise that they can be answered in different ways. Identifying, classifying and grouping.</p>	<p>habitats. To be able to explore plants and animals in an unfamiliar habitat To be able to explore and describe a micro-habitat. To explore food chains in a habitat.</p> <p>Working Scientifically: Research using secondary sources. Identifying and classifying. Using their observations and ideas to suggest answers to questions.</p>
Year 3	<p>Topic: WWII</p> <p>Light and Shadow To recognise that we need light in order to see. To explore the Sun as a light source and identify the difference between night and day To investigate what shadows are and why they are formed. To investigate how shadows behave. To investigate how the size of shadows change throughout the day. To explore how light is reflected from surfaces.</p> <p>Working Scientifically: Comparative/fair test. Gathering, recording, classifying</p>	<p>Topic: WWII</p> <p>Animals Including Humans To identify that humans get the nutrition they need from what they eat. To identify that a balanced diet is needed in order to stay healthy. To investigate which foods different animals eat. To carry out an investigation to find out what pets eat. To explore human and animal skeletons. To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported. To find out what muscles are and how skeletal muscles help us to move.</p>	<p>Topic: Stone Age</p> <p>Rocks, Fossils and Soils To be able to identify naturally occurring rocks and explore their uses. To be able to group rocks according to their characteristics. To be able to plan, carry out and evaluate experiments to compare rocks. To identify rocks that are used for particular purposes. To explore soil and how it is formed. To explore what fossils are and how they are formed. To be able to identify fossilised remains.</p> <p>Working Scientifically:</p>	<p>Topic: Stone Age – Iron Age</p> <p>Forces and Magnets To explore what forces are and notice that some forces need contact between two objects. To compare how things move on different surfaces. To explore how magnetic forces work. To be able to identify magnetic materials. To investigate uses for magnets.</p> <p>Working Scientifically: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Topic: Rainforests</p> <p>Plants To identify and describe the functions of the roots of flowering plants. To investigate the way in which water is transported within plants. To identify and describe the functions of leaves in flowering plants.</p> <p>Working Scientifically: Observing over time. 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</p>	<p>Topic: Rainforests</p> <p>Plants To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. To explore some of the ways in which flowering plants disperse their seeds. To understand the structure of seeds and their importance as a food source.</p> <p>Working Scientifically: 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 Using</p>

	<p>and presenting data in a variety of ways to help in answering questions.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Working Scientifically:</p> <p>Pattern spotting.</p> <p>Research using secondary sources.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Identifying, classifying and grouping.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p>	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p>	<p>observations</p> <p>Reporting on findings from enquiries, including oral and written explanations.</p> <p>Making systematic and careful observations.</p>	<p>results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
<p>Year 4</p>	<p>Topic: Egyptians/ Rivers</p> <p>States of Matter</p> <p>To compare and group materials together according to whether they are solids or liquids.</p> <p>To identify and explore the properties of gases.</p> <p>To observe that materials change state when they are heated or cooled.</p> <p>Working Scientifically:</p> <p>Observing over time.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard</p>	<p>Topic: Egyptians/ Rivers</p> <p>States of Matter</p> <p>To research the temperature in degrees Celsius (°C) at which materials change state.</p> <p>To understand the process of evaporation.</p> <p>To understand the process of condensation.</p> <p>To identify the part played by evaporation and condensation in the water cycle.</p> <p>Working Scientifically:</p> <p>Observing over time.</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Recording findings using simple</p>	<p>Topic: Rivers</p> <p>Electricity</p> <p>To construct simple circuits.</p> <p>To recognise common conductors and insulators.</p> <p>To make a simple device which includes a circuit.</p> <p>To identify common appliances that run on electricity</p> <p>To understand how to keep safe around electrical appliances.</p> <p>Working Scientifically:</p> <p>Identifying, classifying and grouping.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Gathering, recording, classifying and presenting data in a variety</p>	<p>Topic: Mountains and Volcanoes</p> <p>Living in Environments</p> <p>To be able to identify a variety of habitats and explore why organisms live in different habitats.</p> <p>To be able to group organisms according to their characteristics.</p> <p>To be able to classify animals into specific groups according to their characteristics.</p> <p>To be able to use a classification key to identify animals.</p> <p>To be able to identify and classify a variety of British plants.</p> <p>To explore the human impact on habitats and environments.</p> <p>Working Scientifically:</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Reporting on findings from enquiries, including oral and</p>	<p>Topic: Romans</p> <p>Animals Including Humans (digestion).</p> <p>To be able to identify and classify carnivores, herbivores and omnivores.</p> <p>To be able to construct and interpret a variety of food chains.</p> <p>To identify the different types of teeth in humans and identify their functions.</p> <p>To explore different ways of keeping teeth healthy.</p> <p>To investigate how the digestive system works.</p> <p>To be able to describe the functions of the basic parts of the digestive system.</p> <p>Working Scientifically:</p> <p>Pattern seeking.</p> <p>Research using secondary sources.</p> <p>Making systematic and careful observations</p> <p>Reporting on</p>	<p>Topic: Romans</p> <p>Changing Sound</p> <p>To find out that sounds are made when objects and materials vibrate.</p> <p>To investigate whether sounds can travel through different materials.</p> <p>To explore the relationship between distance and volume.</p> <p>To find out that some materials are effective in preventing vibrations from sound sources reaching the ear.</p> <p>To investigate how sounds can be different pitches and volumes.</p> <p>To find out how the length, thickness and tightness of a string affects its pitch.</p> <p>To find out how sounds can be made by air vibrating and how to change the pitch of notes produced by vibrating air.</p> <p>Working Scientifically:</p>

	units, using a range of equipment, including thermometers and data loggers.	scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	of ways to help in answering questions. 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. Ask relevant questions and using difference types of scientific enquiries to answer them.	written explanations, displays or presentations of results and conclusions. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	findings from enquiries, including oral and written explanations. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Setting up simple practical enquiries, comparative and fair tests Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Setting up simple practical enquiries, comparative and fair tests. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion. Identifying differences, similarities or changes related to simple scientific ideas and processes. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Year 5	<p>Topic: To infinity, and beyond!</p> <p>Earth and Space To describe the movements of the Sun, Earth and Moon. To explore how the rotation of Earth creates day and night. To learn about how Earth's tilt creates seasons. To learn about the phases of the Moon. To discover how theories about our solar system have changed. To investigate the planets in the solar system. Lego We-Do project (Lunar rovers) – See computing.</p> <p>Working Scientifically: Observation over time- Observing changes that occur over a long or short period.</p>	<p>Topic: The Groovy Greeks</p> <p>Forces – Linked to local industry (Rolls Royce) To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object To identify the effects of friction acting between moving surfaces. To identify and explain the effects of air resistance. To identify and explain the effects of water resistance. To recognise that levers and pulleys allow a smaller force to have a greater effect. To recognise that gears allow a smaller force to have a greater effect.</p> <p>Working Scientifically: Comparative / fair testing- Conducting a test that controls all but one variable to answer a</p>	<p>Topic: Our Changing World</p> <p>Properties of materials To know that some materials will dissolve in liquid to form a solution To use knowledge of solids, liquids and gases to decide how mixtures and solutions might be separated To compare and group together everyday materials on the basis of their properties To give reasons for the particular uses of everyday materials in relation to their properties.</p> <p>Working Scientifically: Comparative / fair testing- Conducting a test that controls all but one variable to answer a scientific question. Pattern-seeking-</p>	<p>Topic: Invaders and Raiders</p> <p>Changing materials Explain that some changes form new materials, and that these changes are not usually reversible To identify when a change caused by heating or cooling is reversible or irreversible To investigate the materials needed for something to burn and the new materials formed by burning.</p> <p>Working Scientifically: Observation over time- Observing changes that occur over a long or short period. Comparative / fair testing Conducting a test that controls all but one variable to answer a scientific question.</p>	<p>Topic: London Calling!</p> <p>Life Cycles To describe the process of sexual reproduction in flowering plants. To describe the process of asexual reproduction in plants. To describe the process of sexual reproduction in animals. To observe and compare the life cycles of animals in our local environment with other animals around the world. To compare how different animals reproduce and grow To find out about the work of naturalists. Lego We-Do project (Frog metamorphosis) – See computing.</p> <p>Working Scientifically: Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.</p>	<p>Topic: How's it growing?</p> <p>Animals Including Humans: Reproduction linked to RSE To recognise the stages of growth and development in humans. To know the stages in the gestation period of humans and compare them to other animals. To recognise the stages of development during childhood and understand the needs of children at those stages. To understand the initial changes inside and outside of the body during puberty. To know the changes that occur during puberty and how they differ for boys and girls. To understand how the body changes during adulthood and old age.</p> <p>Working Scientifically:</p>

	<p>Identifying, grouping & classifying- Using observations, data and findings to name, label and organise items in a variety of ways.</p> <p>Secondary research- Research Using information from a variety of sources to answer scientific questions.</p> <p>Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.</p>	<p>scientific question.</p>	<p>Identifying patterns and looking for relationships to make links between scientific concepts.</p>		<p>Identifying, grouping & classifying- Using observations, data and findings to name, label and organise items in a variety of ways.</p> <p>Observation over time- Observing changes that occur over a long or short period.</p> <p>Secondary research- Research Using information from a variety of sources to answer scientific questions.</p> <p>Pattern-seeking- Identifying patterns and looking for relationships to make links between scientific concepts.</p> <p>Comparative / fair testing- Conducting a test that controls all but one variable to answer a scientific question.</p> <p>Identifying, grouping & classifying- Using observations, data and findings to name, label and organise items in a variety of ways.</p>	
<p>Year 6</p>	<p>Topic: The Industrial Revolution.</p> <p>Light To recall facts about how shadows are formed. To investigate how we can change shadows. To understand how our eyes allow us to see To understand how we see objects. To investigate reflection. To learn about refraction To investigate the colours in white light.</p> <p>Working Scientifically: Pattern seeking. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support</p>	<p>Topic: The Industrial Revolution.</p> <p>Electricity To recap what electricity is and investigate static electricity. To recap our knowledge and understanding of circuits. To be able to recognise and use conventional symbols for circuits. To investigate ways in which the brightness of a bulb or speed of a motor is changed. To be able to plan, carry out and evaluate an experiment to see how changing the wire in a circuit affects the brightness of a bulb. To create a simple device using a circuit.</p> <p>Working Scientifically: Fair/comparative testing. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>	<p>Topic: Mexicocoa.</p> <p>Animals Including Humans (Circulatory System) To find out how scientific ideas about food and diet were tested in the past and how this has contributed to our knowledge of a balanced diet. To investigate some different food groups and find out why a variety of foods is important for a healthy diet. To find out how nutrients and water are transported in the human body. To investigate what happens to the heart when we exercise and why. To investigate how muscles move the skeleton and how muscle activity requires increased blood flow. To investigate the effects of tobacco, alcohol and other drugs. (Taught in Summer 1 in PSHE-Healthy me). To evaluate what we can do to</p>	<p>Topic: Mexicocoa.</p> <p>Looking after the environment – DFE’s sustainability science curriculum Learn about climate change. Explore ways to reduce how much rubbish is sent to landfill. Explore ways to reduce energy consumption. Explore what happens when fuels are burnt. Explore the outcomes of COP26. Compare data associated with the weather.</p> <p>Working Scientifically: Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 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</p>	<p>Topic: Survival.</p> <p>Evolution and Inheritance To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. To identify how animals and plants are adapted to suit their environment in different ways. To understand that adaptation of plants and animals to suit their environment may lead to evolution. Evolution and Inheritance: Darwin To recognise that living things have changed over time and that a number of factors can affect a species’ evolution To understand how humans have evolved over time, and how human behaviour can affect change in species over time.</p> <p>Working Scientifically: Identifying, classifying and grouping. Fair/comparative testing.</p>	<p>Topic: Survival.</p> <p>Living things and their Habitats To recap ways of grouping organisms according to their characteristics. To explore ways of distinguishing between organisms that have similar characteristics. To be able to classify plants according to their characteristics. To find out about Carl Linnaeus and his classification system. To explore what microorganisms are and how they can be grouped. To be able to identify and classify organisms in the local area.</p> <p>Working Scientifically: Research using secondary sources. 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</p>

	<p>or refute ideas or arguments.</p> <p>_____</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>_____</p>	<p>keep our bodies healthy.</p> <p>Working Scientifically:</p> <p>Observing over time.</p> <p>Pattern seeking.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p>displays and other presentations.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>_____</p>	<p>Reporting and presenting findings from enquiries - including conclusions, causal relationships and explanations of and a degree of trust in results - in oral and written forms such as displays and other presentations.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>_____</p>	<p>displays and other presentation.</p> <p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>_____</p>
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