

Battle Hill Primary School Science Substantive Knowledge - Progression Overview

National Curriculum statements in red are from other linked topics.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Animals, including humans	<p>To discern between plants and animals; naming some examples and suggesting differences.</p> <p>To know that all living things produce smaller versions of themselves and name some (eg: cat & kitten).</p> <p>To understand that living things grow and will die.</p> <p>To know that living things and their environment need care.</p> <p>To know the importance of good health.</p> <p>To understand about healthy eating and exercise.</p> <p>To know about personal hygiene: teeth cleaning, toileting, dressing and knowing about washing hands.</p>	<p>To identify and name a variety of common animals found in the conservation area,</p> <p>To identify and classify fish, amphibians, reptiles, birds and mammals.</p> <p>To know what a carnivore/herbivore is and identify examples.</p> <p>To describe the bodies of different animal classes (incl. pets).</p> <p>To label basic parts of the human body and their function in relation to the senses.</p>	<p>To know that animals need water, nutrition, shelter and oxygen to survive.</p> <p>To know about how humans (and other animals) have offspring that grow to adults and to describe the journey.</p> <p>To know the importance of exercise, healthy diets and hygiene for humans.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats).</p>	<p>To know that animals cannot make their own food: they must find it themselves.</p> <p>To begin to understand the structure and role of skeletons and muscles.</p>	<p>To describe the function and structure of the human digestive system.</p> <p>To identify different types of teeth in humans and their function.</p> <p>To look at the dentition of other animals to deduce their diets (carnivore / herbivore).</p> <p>Identify <i>producers, predators</i> and <i>prey</i> in a variety of food chains.</p>	<p>To describe the processes of ageing in humans from infant to adult to old age.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats).</p> <p>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats).</p>	<p>To describe the structures and function of the human circulatory system, including: <i>heart, arteries, veins, blood vessels</i> and <i>blood</i>.</p> <p>To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>To describe the way that nutrients and water are transported within animals (including humans).</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats).</p> <p>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats).</p>

<p>Living things and their habitats</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Y1 - Plants).</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. (Y1 - Plants).</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (Y1 - Animals including humans).</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1 - Animals including humans).</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). (Y1 - Animals, including humans).</p> <p>Observe changes across the four seasons. (Y1 - Seasonal change).</p>	<p>To explore, classify and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>To know why living things live in their particular habitats they are suited to and require.</p> <p>To understand that animals and plants in a habitat depend on each other in different ways.</p> <p>To identify and name a some plants and animals in their habitats, including micro-habitats.</p> <p>To understand and describe food relationships and 4-step food chains.</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals including humans).</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants).</p>	<p>To classify living things from the conservation area in different ways.</p> <p>To make classification keys for living things in the conservation area, as well as examples given from the wider world.</p> <p>To understand describe changes to environments that can harm or pose dangers to living things (Geography links with water conservation).</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey. (Y4 - Animals, including humans).</p>	<p>To describe the life cycles of a mammal, amphibian, insect and a bird.</p> <p>To show the life cycle of creatures.</p> <p>To describe reproduction in the trees found in the school grounds, humans, and another animal.</p>	<p>Understand about taxonomic classification of plants and animals in terms of observable characteristics and give reasons living things are grouped in that way.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Y6 - Evolution and inheritance).</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Y6 - Evolution and inheritance).</p>
<p>Plants</p>	<p>To identify common plants in the nature area.</p> <p>To know the names and function of the structures of flowering plants (stem, petal, stamen, anther, pollen, trunk, roots, fruit, leaves).</p>	<p>To know about how and to observe plants growing from seeds and bulbs into mature plants.</p> <p>To explore the need for plants to have water, sunlight and suitable temperature to grow.</p> <p>To begin to know about seed dispersal.</p> <p>To know about photosynthesis</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)</p>	<p>To know and describe the functions of roots, stems/trunks, leaves and flowers.</p> <p>To test the requirements of plants to have soil, light, water, and room to grow.</p> <p>To know about and test how water is transported in plants.</p> <p>To know about the lifecycle of plant in our conservation area: observe the ash trees.</p> <p>To understand the role of flowers, pollen, seeds and the processes they are involved in (pollination, germination, seed dispersal).</p>	<p>Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats).</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats).</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</p>	<p>Describe the life process of reproduction in some plants and animals. (Y5 - Living things and their habitats).</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. (Y6 - Living things and their habitats).</p> <p>Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats).</p>

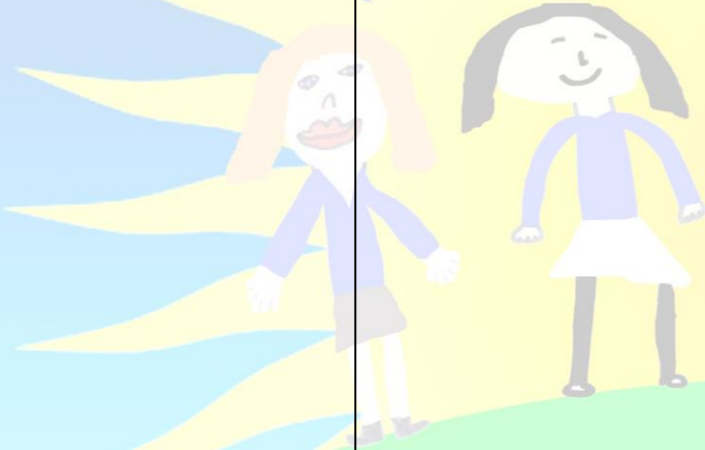
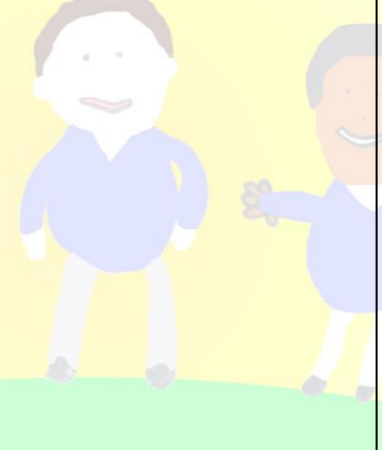
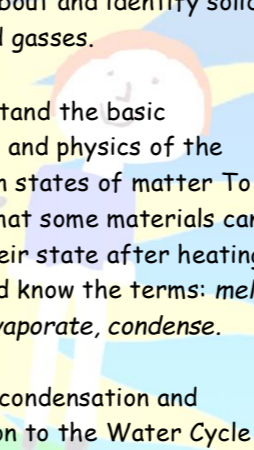
<p>Materials</p>	<p>To identify some simple materials in their environment.</p> <p>To discuss some physical properties/qualities of those materials.</p> <p>To know that some materials can be changed, describing the action and the change produced.</p>	<p>To distinguish between an object and the material from which it is made.</p> <p>To compare and group a variety of everyday materials based their simple physical properties.</p> <p>To describe some physical properties of a variety of everyday materials.</p> <p>To identify and compare the uses of a variety of everyday materials, including <i>wood, metal, plastic, glass, brick, rock, paper</i> and <i>cardboard</i> for particular uses.</p>	<p>To investigate the suitability of materials to perform a task, eg: paper for an umbrella.</p> <p>To explore how shapes of solid objects can be changed by quashing, twisting and bending.</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks).</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks).</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. (Y3 - Forces and magnets).</p>		<p>To classify and compare a range of everyday materials based on the properties of: <i>conductivity (thermal and electrical), transparency, solubility</i> and <i>hardness</i>.</p> <p>To describe the process of dissolving and how to recover a dissolved substance.</p> <p>To understand the terms solution, soluble, dissolve, residue, evaporation, emulsion, mixture.</p> <p>To use knowledge of the states of matter to explain how mixture of different materials may be separated.</p> <p>To demonstrate that dissolving and mixing are reversible changes.</p> <p>To know that some changes in materials form <i>new</i> materials and that is usually irreversible: <i>burning, acid+bicarb</i>.</p>	
<p>Forces and magnets</p>		<p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2 - Uses of everyday materials).</p>	<p>To compare how different surfaces affect the movement of objects across them.</p> <p>To know that magnets don't need to touch to demonstrate their force.</p> <p>To observe the properties and behaviour of magnet: repelling, attracting, magnetic/non-magnetic surfaces.</p> <p>To know about magnetic polarity.</p>			<p>To describe gravity as an invisible force that attracts mass towards the centre of the Earth.</p> <p>To identify the effects of <i>friction, air resistance</i> and <i>water resistance</i> on travelling objects.</p> <p>To know the relationship between <i>surface area</i> and the size of the friction, air/water resistance force.</p> <p>To know and demonstrate that lever and pulley systems can amplify or reduce a force</p>	

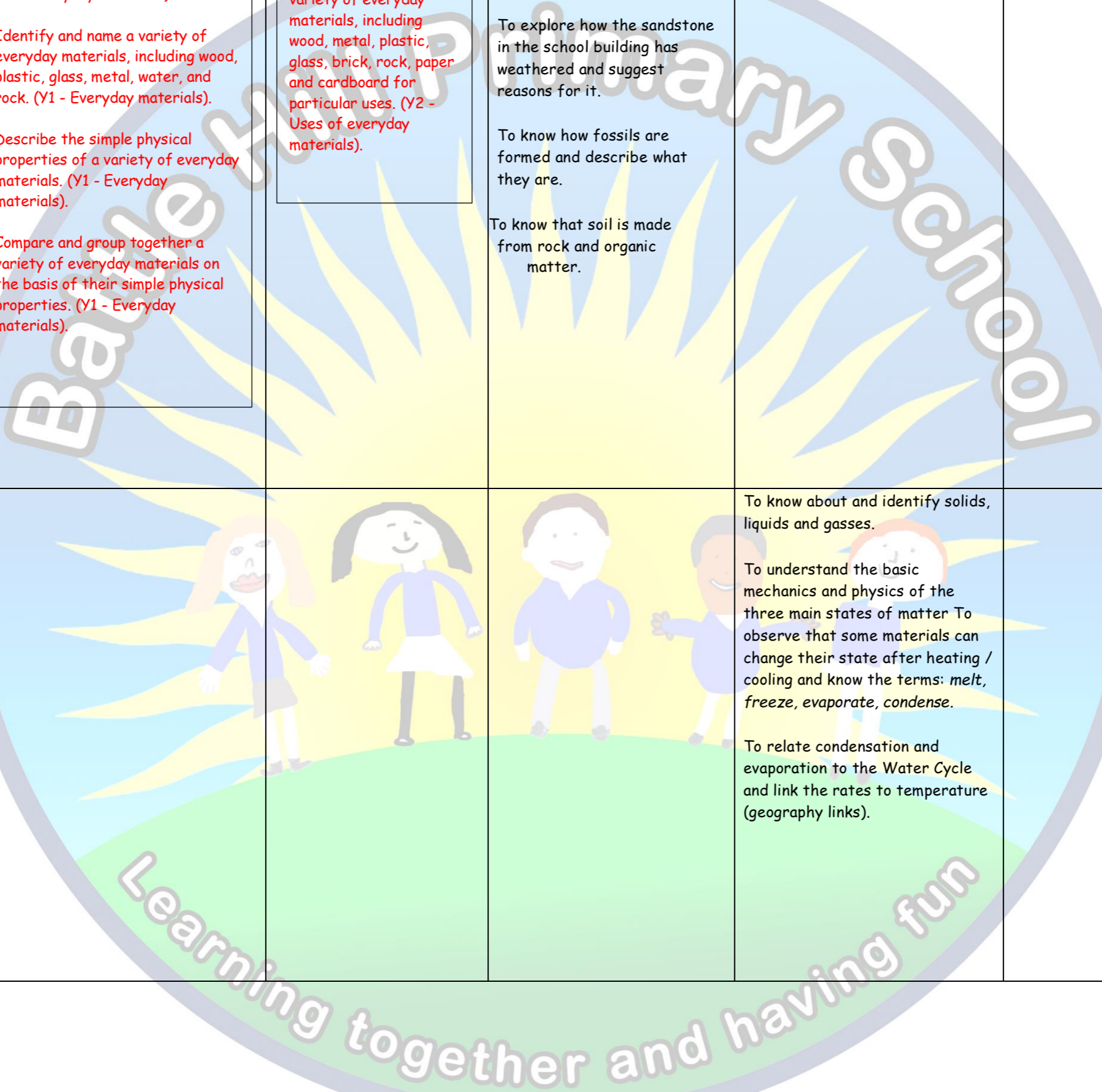
<p>Light</p>		<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans).</p> <p>Describe the simple physical properties of a variety of everyday materials. (Y1 - Materials).</p>		<p>To know that light is visible energy.</p> <p>To know about light sources (fire, electricity, the sun).</p> <p>To know that light is reflected of surfaces.</p> <p>To understand how shadows are formed and how they change through the day.</p> <p>To know about the dangers of light sources: the sun, lasers etc.</p>		<p>To know that light travels in straight lines.</p> <p>To understand the mechanics of how we see, including the anatomy of the human eye.</p> <p>To know that visible light reflects of surfaces, allowing us to see them.</p> <p>To use their understanding of how light travels to explain why shadow have the same shape as the opaque object that causes them.</p>
<p>Electricity</p>				<p>To identify common appliances that run on electricity.</p> <p>To construct a simple series electrical circuit, identifying and naming its basic parts, including <i>cells, wires, bulbs, switches</i> and <i>buzzers</i>.</p> <p>To identify whether or not a circuit with missing parts will work and explain why.</p> <p>To recognise and demonstrate that a switch opens and closes a circuit.</p> <p>To recognise some common <i>conductors</i> and <i>insulators</i>, and associate metals with being good conductors.</p> <p>To know about and to understand issues of safety around electricity: in the home/school, railways, sub-stations etc.</p>		<p>To know that an increase in voltage or number of cells will increase a bulb's brightness.</p> <p>To compare and give reasons for variation in how component in a circuit function.</p> <p>To use recognised symbols when drawing circuit diagrams.</p>

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<p>Earth and space</p>		<p>Observe changes across the four seasons. (Y1 - Seasonal changes).</p> <p>Observe and describe weather associated with the seasons and how day length varies. (Y1 - Seasonal changes).</p>				<p>To know the structure and basic mechanics of the Solar System To know that the Sun and planets are roughly spherical.</p> <p>To know the planets in order To know the relative sizes of Earth, Moon and Sun and the relative distances between them and other planets.</p> <p>To describe the movement of the Earth, Sun and Moon relative to each other.</p> <p>To describe day / night and spin and axial tilt.</p> <p>latitude and relative position with the Sun to explain climate zones on Earth (GEOGRAPHY)</p>	
<p>Evolution and inheritance</p>		<p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. (Y2 - Living things and their habitats).</p> <p>Notice that animals, including humans, have offspring which grow into adults. (Y2 - Animals, including humans).</p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks).</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3 - Plants).</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)</p>	<p>Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5).</p>		<p>To recognise that living things have changed over long periods of time and that fossils provide evidence about living things of the past.</p> <p>To recognise that living things produce offspring of the same kind, but re individually different from their parents.</p> <p>To recognise, identify and describe how animals and plants in the local environment and globally are suited to their environment.</p> <p>To understand that adaptation leads to evolution over millions of years.</p>
<p>Seasonal changes</p>		<p>To know the four seasons and their order.</p> <p>To know the characteristics of the four seasons in the local environment.</p> <p>To observe and record the changes over the year.</p>		<p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light).</p>		<p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space).</p>	

<p>Rocks</p>		<p>Distinguish between an object and the material from which it is made. (Y1 - Everyday materials).</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. (Y1 - Everyday materials).</p> <p>Describe the simple physical properties of a variety of everyday materials. (Y1 - Everyday materials).</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties. (Y1 - Everyday materials).</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (Y2 - Uses of everyday materials).</p>	<p>To classify rocks based on simple properties (eg: appearance).</p> <p>To explore how the sandstone in the school building has weathered and suggest reasons for it.</p> <p>To know how fossils are formed and describe what they are.</p> <p>To know that soil is made from rock and organic matter.</p>			<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution and inheritance).</p>
<p>States of matter</p>				<p>To know about and identify solids, liquids and gasses.</p> <p>To understand the basic mechanics and physics of the three main states of matter To observe that some materials can change their state after heating / cooling and know the terms: <i>melt, freeze, evaporate, condense</i>.</p> <p>To relate condensation and evaporation to the Water Cycle and link the rates to temperature (geography links).</p>			



Sound

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans).

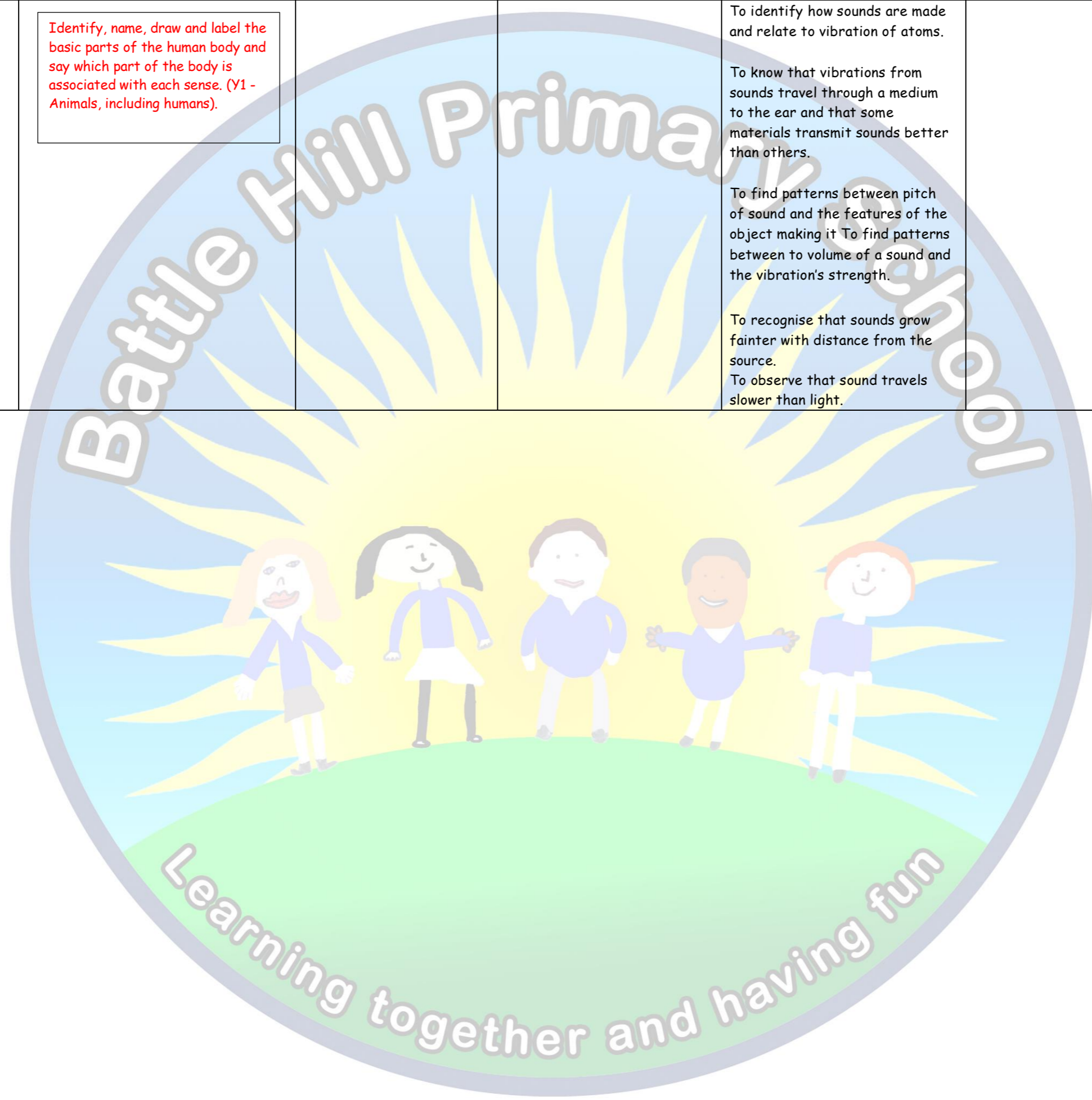
To identify how sounds are made and relate to vibration of atoms.

To know that vibrations from sounds travel through a medium to the ear and that some materials transmit sounds better than others.

To find patterns between pitch of sound and the features of the object making it To find patterns between to volume of a sound and the vibration's strength.

To recognise that sounds grow fainter with distance from the source.

To observe that sound travels slower than light.



Battle Hill Primary School Working Scientifically – Disciplinary Knowledge Progression Overview

In the EYFS, the characteristics of effective learning from the [Statutory Framework for the Early Years Foundation Stage](#) are the foundations on which the working scientifically skills build in Key Stage 1. While children are playing and exploring, teachers will be modelling, encouraging and supporting them to do the following:

- show curiosity and ask questions
- make observations using their senses and simple equipment
- make direct comparisons
- use equipment to measure
- record their observations by drawing, taking photographs, using sorting rings or boxes and, in Reception, on simple tick sheets
- use their observations to help them to answer their questions
- talk about what they are doing and have found out
- identify, sort and group.

Asking questions and recognising that they can be answered in different ways

Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Asking simple questions and recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> • While exploring the world, the children develop their ability to ask questions (such as what something is, how things are similar and different, the ways things work, which alternative is better, how things change and how they happen). Where appropriate, they answer these questions. • The children answer questions developed with the teacher often through a scenario. • The children are involved in planning how to use resources provided to answer the questions using different types of enquiry, helping them to recognise that there are different ways in which questions can be answered. 	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p> <ul style="list-style-type: none"> • The children consider their prior knowledge when asking questions. They independently use a range of question stems. Where appropriate, they answer these questions. • The children answer questions posed by the teacher. • Given a range of resources, the children decide for themselves how to gather evidence to answer the question. They recognise when secondary sources can be used to answer questions that cannot be answered through practical work. They identify the type of enquiry that they have chosen to answer their question. 	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> • Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. • Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work.

Making observations and taking measurements

Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Observing closely, using simple equipment</p> <ul style="list-style-type: none"> Children explore the world around them. They make careful observations to support identification, comparison and noticing change. They use appropriate senses, aided by equipment such as magnifying glasses or digital microscopes, to make their observations. They begin to take measurements, initially by comparisons, then using non-standard units. 	<p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <ul style="list-style-type: none"> The children make systematic and careful observations. They use a range of equipment for measuring length, time, temperature and capacity. They use standard units for their measurements. 	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <ul style="list-style-type: none"> The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value).

Engaging in practical enquiry to answer questions

Years 1 and 2	Years 3 and 4	Years 5 and 6
<p>Performing simple tests</p> <ul style="list-style-type: none"> The children use practical resources provided to gather evidence to answer questions generated by themselves or the teacher. They carry out: tests to classify; comparative tests; pattern seeking enquiries; and make observations over time. <p>Identifying and classifying</p> <ul style="list-style-type: none"> Children use their observations and testing to compare objects, materials and living things. They sort and group these things, identifying their own criteria for sorting. They use simple secondary sources (such as identification sheets) to name living things. They describe the characteristics they used to identify a living thing. 	<p>Setting up simple practical enquiries, comparative and fair tests</p> <ul style="list-style-type: none"> The children select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher. They follow their plan to carry out: observations and tests to classify; comparative and simple fair tests; observations over time; and pattern seeking. <p>Explanatory note A comparative test is performed by changing a variable that is qualitative e.g. the type of material, shape of the parachute. This leads to a ranked outcome. A fair test is performed by changing a variable that is quantitative e.g. the thickness of the material or the area of the canopy. This leads to establishing a causative relationship.</p>	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample.

Recording and presenting evidence

Years 1 and 2	Years 3 and 4	Years 5 and 6
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<p>Gathering and recording data to help in answering questions</p> <ul style="list-style-type: none"> • The children record their observations e.g.using photographs, videos, drawings, labelled diagrams or in writing. • They record their measurements e.g. using prepared tables, pictograms, tallycharts and block graphs. • They classify using simple prepared tablesand sorting rings. 	<p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <ul style="list-style-type: none"> • The children sometimes decide how to record and present evidence. They record their observation e.g. using photographs, videos, pictures, labelled diagrams or writing. They record their measurements e.g. using tables, tally charts and bar charts (given templates, if required, to which they can add headings). They record classifications e.g. using tables, Venn diagrams, Carroll diagrams. • Children are supported to present the same data in different ways in order to help with answering the question. 	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"> • The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. • Children present the same data in different ways in order to help with answering the question.
<p>Answering questions and concluding</p>		
<p>Years 1 and 2</p>	<p>Years 3 and 4</p>	<p>Years 5 and 6</p>
<p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> • Children use their experiences of the worldaround them to suggest appropriate answers to questions. They are supported to relate these to their evidence e.g. observations they have made, measurements they have taken or information they have gained from secondary sources. 	<p>Using straightforward scientific evidence to answer questions or to support their findings</p> <ul style="list-style-type: none"> • Children answer their own and others'questions based on observations theyhave made, measurements they havetaken or information they have gainedfrom secondary sources. The answers are consistent with the evidence. 	<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p> <ul style="list-style-type: none"> • Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this,they discuss whether other evidence e.g. from other groups, secondary sources andtheir scientific understanding, supports or refutes their answer. • They talk about how their scientific ideaschange due to new evidence that they have gathered. • They talk about how new discoverieschange scientific understanding.
<p>Using their observations and ideas to suggest answers to questions</p> <ul style="list-style-type: none"> • The children recognise 'biggest and smallest', 'best and worst' etc. from theirdata. 	<p>Identifying differences, similarities or changes related to simple scientific ideas and processes</p> <ul style="list-style-type: none"> • Children interpret their data to generate simple comparative statements based ontheir evidence. They begin to identify naturally occurring patterns and causal relationships. <p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none"> • They draw conclusions based on their evidence and current subject knowledge. 	<p>Reporting and presenting findings from enquiries, including conclusions, causalrelationships and explanations of and degree of trust in results, in oral and written forms such as displays and otherpresentations</p> <ul style="list-style-type: none"> • In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identifyresults that do not fit the overall pattern; and explain their findings using their subject knowledge.

Evaluating and raising further questions and predictions

Years 1 and 2	Years 3 and 4	Years 5 and 6
	<p><i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p> <ul style="list-style-type: none"> • They identify ways in which they adapted their method as they progressed or how they would do it differently if they repeated the enquiry. 	<p><i>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</i></p> <ul style="list-style-type: none"> • They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. • They identify any limitations that reduce the trust they have in their data.
	<p><i>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i></p> <ul style="list-style-type: none"> • Children use their evidence to suggest values for different items tested using the same method e.g. the distance travelled by a car on an additional surface. • Following a scientific experience, the children ask further questions which can be answered by extending the same enquiry. 	<p><i>Using test results to make predictions to set up further comparative and fair tests</i></p> <ul style="list-style-type: none"> • Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests.

Communicating their findings

Years 1 and 2	Years 3 and 4	Years 5 and 6
	<p><i>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i></p> <ul style="list-style-type: none"> • They communicate their findings to an audience both orally and in writing, using appropriate scientific vocabulary. 	<p><i>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</i></p> <ul style="list-style-type: none"> • They communicate their findings to an audience using relevant scientific language and illustrations.

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