

# Progression ladder-Science English Martyrs

National Curriculum	EYFS	KS1		Lower KS2		Upper KS2	
		Key stage 1 Pupils should:		Key stage 2 Pupils should:			
	<p><b>Understanding the World (The World)</b> Children explore the natural world around them, making observations and drawing pictures of animals and plants. They 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. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Personal, Social, Emotional Development (Self-Care)</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</p>	Y1	Y2	Y3	Y4	Y5	Y6
Plants		<ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</li> <li>I can identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Vocabulary:</b> Names of: wild plants, garden pants, flowering plants, trees, leaf, flower, blossom, petal, fruit, berry, root, bulb, seed, trunk, branch, stem, bark, stalk, vegetable</p>	<ul style="list-style-type: none"> <li>I can observe and describe how seeds and bulbs grow into mature plants;</li> <li>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p><b>Vocabulary:</b> seeds, bulbs, water, light, growth, healthy, shoot, seedling,</p>	<ul style="list-style-type: none"> <li>I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers;</li> <li>I can explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant;</li> <li>I can investigate the way in which water is transported within plants;</li> <li>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Vocabulary:</b> leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air,</p>			

# Progression ladder-Science English Martyrs

				nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal			
Animals Including Humans		<ul style="list-style-type: none"> <li>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</li> <li>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores;</li> <li>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b>Vocabulary:</b> Body, head, neck, arms, elbows, legs, knees, face, ears, eyes, eyebrows, eyelashes, nose, hair, mouth, teeth, tongue, feet, toes, fingers, nails, ankle, calf, thigh, hips, waist, trunk, chest, shoulders, back, hands, wrist, tail, wing, claw, fin, scales, feathers, fur, beak, senses, hearing, seeing, touching, smelling, tasting, smooth, bright, dim, loud, quiet, high, low</p>	<ul style="list-style-type: none"> <li>I can notice that animals, including humans, have offspring which grow into adults.</li> <li>I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Vocabulary:</b> offspring, life cycles, grow, change, adults, basic needs, water, food, air survival, exercise, food types (fruit and veg, bread, rice, pasta, milk, dairy, foods high in fat and sugar, meat, fish, eggs, beans), hygiene</p>	<ul style="list-style-type: none"> <li>I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> <li>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <p><b>Vocabulary:</b> Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate</p>	<ul style="list-style-type: none"> <li>I can describe the simple functions of the basic parts of the digestive system in humans;</li> <li>I can identify the different types of teeth in humans and their simple functions;</li> <li>I can construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Vocabulary:</b> Digestive system, nutrition, mouth, teeth, canine, incisor, molar, pre-molar, saliva, tongue, rip, tear, chew, grind, cut, oesophagus (gullet), stomach, small intestine, large intestine, rectum, anus, carnivore, herbivore, omnivore, producer, consumer, predator, prey, food chain</p>	<ul style="list-style-type: none"> <li>I can describe the changes as humans develop to old age.</li> </ul> <p><b>Vocabulary:</b> baby, toddler, child, teenager, adult, elderly, puberty, hormones, menstruation, breast, genital, pubic hair, sperm</p>	<ul style="list-style-type: none"> <li>I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood;</li> <li>I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function;</li> <li>I can describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Vocabulary:</b> Circulatory system, heart, blood, blood vessels, pumps, oxygen, carbon dioxide, lungs, nutrients, water, diet, exercise, drugs, lifestyle, evolution, suited/suitable, adapted, adaptation, offspring, reproduction, variation, inherit, inheritance, fossils</p>

# Progression ladder-Science English Martyrs

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Living Things and Their Habitats</p>			<ul style="list-style-type: none"> <li>• I can explore and compare the differences between things that are living, dead, and things that have never been alive;</li> <li>• I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>• I can identify and name a variety of plants and animals in their habitats, including microhabitats;</li> <li>• I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul> <p><b>Vocabulary:</b> Living, dead, never been alive, names of local habitats, lond, woodland, meadow, name micro habitats, under log, stony path, under bushes, suited, basic needs, depend, food, food chain, shelter</p>		<ul style="list-style-type: none"> <li>• I can recognise that living things can be grouped in a variety of ways;</li> <li>• I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment;</li> <li>• I can recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p><b>Vocabulary:</b> Classification keys, environment, fish, amphibians, reptiles, birds, mammals, vertebrates, invertebrates, names of them, human impact, positive, negative (impact).</p>	<ul style="list-style-type: none"> <li>• I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;</li> <li>• I can describe the life process of reproduction in some plants and animals.</li> </ul> <p><b>Vocabulary:</b> Life cycle, reproduction, sexual, asexual, germination, pollination, seed formation, seed dispersal, pollen, stamen, stigma, plantlets, runners, mammal, amphibian, insect, bird, fish, reptile, eggs, live young</p>	<ul style="list-style-type: none"> <li>• I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals;</li> <li>• I can give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p><b>Vocabulary:</b> Organism, micro-organism, fungus, mushrooms, classification keys, environment, fish, amphibians, reptiles, birds, ,mammals, vertebrates, invertebrates, name some of these, arachnid, mollusc, insect, crustacean</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evolution and Inheritance</p>							<ul style="list-style-type: none"> <li>• I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago;</li> <li>• I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents;</li> <li>• I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>Vocabulary:</b> adaptation, evolution, characteristic, reproduction, genetics, survival</p>

# Progression ladder-Science English Martyrs

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Seasonal Changes</p>		<ul style="list-style-type: none"> <li>• I can observe changes across the 4 seasons;</li> <li>• I can observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Vocabulary:</b> Season, spring, summer, autumn, winter, weather, hot, warm, cool cold, sunny, cloudy, windy, rainy, snowing, hailing, sleet, frost, fog, mist, icy, rainbow, thunder, lightning, storm, light, dark, day, night</p>					
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Forces</p>				<p style="text-align: center;">Forces and Magnets</p> <ul style="list-style-type: none"> <li>• I can compare how things move on different surfaces;</li> <li>• I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance;</li> <li>• I can observe how magnets attract or repel each other and attract some materials and not others;</li> <li>• I can 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;</li> <li>• I can describe magnets as having 2 poles;</li> <li>• I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Vocabulary:</b> Force, contact force, non contact force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnets, attract, repel, magnetic material, metal, iron, steel, non magnetic, poles, north/south pole</p>		<ul style="list-style-type: none"> <li>• I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object;</li> <li>• I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces;</li> <li>• I can recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul> <p><b>Vocabulary:</b> Fall, Earth, gravity, weight, mass, air resistance, water resistance, friction, moving surfaces, mechanisms, levers, pulleys, gears, force, transfers</p>	

# Progression ladder-Science English Martyrs

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Light</p>				<ul style="list-style-type: none"> <li>• I can recognise that they need light in order to see things and that dark is the absence of light;</li> <li>• I can notice that light is reflected from surfaces;</li> <li>• I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes;</li> <li>• I can recognise that shadows are formed when the light from a light source is blocked by an opaque object;</li> <li>• I can find patterns in the way that the size of shadows change.</li> </ul> <p><b>Vocabulary:</b> Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent</p>			<ul style="list-style-type: none"> <li>• I can recognise that light appears to travel in straight lines;</li> <li>• I can use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye;</li> <li>• I can explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes;</li> <li>• I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul> <p><b>Vocabulary:</b> Light, light source, darkness, reflect, reflective, shadow, block, absorb, direction, transparent, opaque, translucent</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sound</p>					<ul style="list-style-type: none"> <li>• I can identify how sounds are made, associating some of them with something vibrating;</li> <li>• I can recognise that vibrations from sounds travel through a medium to the ear;</li> <li>• I can find patterns between the pitch of a sound and features of the object that produced it;</li> <li>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it;</li> <li>• I can recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Vocabulary:</b> Sound, sound source, noise, vibration, travel, solid, liquid, gas, pitch, tune, high, low, volume, loud, quiet, fainter, muffle, strength of vibrations, insulation, instrument, percussion, strings, bass, woodwind, tuned instrument</p>		

# Progression ladder-Science English Martyrs

Earth and Space						<ul style="list-style-type: none"> <li>• I can describe the movement of the Earth and other planets relative to the sun in the solar system;</li> <li>• I can describe the movement of the moon relative to the Earth;</li> <li>• I can describe the sun, Earth and moon as approximately spherical bodies;</li> <li>• I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul> <p><b>Vocabulary:</b> Earth, planets, sun, solar system, moon, celestial body, spherical, rotation, spin, night and day, names of planets, dwarf planet, orbit, geocentric model, heliocentric model, shadow clocks, sundials, astronomical clocks</p>	
Electricity					<ul style="list-style-type: none"> <li>• I can identify common appliances that run on electricity;</li> <li>• I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers;</li> <li>• I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery;</li> <li>• I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit;</li> <li>• I can recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p><b>Vocabulary:</b> Electricity, appliance, device, mains, plug, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive/negative, connect, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, motor, faster/slower, conductor, insulator, metal/non metal</p>		<ul style="list-style-type: none"> <li>• I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit;</li> <li>• I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches;</li> <li>• I can use recognised symbols when representing a simple circuit in a diagram.</li> </ul> <p><b>Vocabulary:</b> Electricity, appliance, device, electrical circuit, complete circuit, circuit diagram, circuit symbol, components, cell, battery, positive, negative, terminal, connection, short circuit, wire, crocodile clip, bulb, bright/dim, switch, buzzer, volume, motor, conductor, insulator, voltage, current, resistance,</p>

# Progression ladder-Science English Martyrs

Materials		<p>Everyday Materials</p> <ul style="list-style-type: none"> <li>• I can distinguish between an object and the material from which it is made;</li> <li>• I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock;</li> <li>• I can describe the simple physical properties of a variety of everyday materials;</li> <li>• I can compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, tear, rough, smooth, shiny, dull, see through, not see through</p>	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> <li>• I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses;</li> <li>• I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Vocabulary:</b> Suitable/unsuitable, use, object, material, property, wood, plastic, glass, metal water, rock, fabrics, hard, soft, stretchy, flexible, waterproof, absorbent, transparent, translucent, opaque, shape, change, twist, squash, bend, stretch, roll, squeeze</p>	<p>Rocks</p> <ul style="list-style-type: none"> <li>• I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties;</li> <li>• I can describe in simple terms how fossils are formed when things that have lived are trapped within rock;</li> <li>• I can recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>Vocabulary:</b> Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay soil, chalky soil, peat,</p>	<p>States of Matter</p> <ul style="list-style-type: none"> <li>• I can compare and group materials together, according to whether they are solids, liquids or gases;</li> <li>• I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C);</li> <li>• I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul> <p><b>Vocabulary:</b> States of matter, solid, liquid, gas, air, oxygen, powder, granular/grain, crystals, change state, ice/water/steam, water vapour, heating, cooling, temperature, degrees celcius, melt, freeze, solidify, melting point, boil, boiling point, evaporation, condensation, water cycle, precipitation, transpiration</p>	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> <li>• I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets;</li> <li>• I can know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution;</li> <li>• I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating;</li> <li>• I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic;</li> <li>• I can demonstrate that dissolving, mixing and changes of state are reversible changes;</li> <li>• I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul> <p><b>Vocabulary:</b> Y4 plus rigid, hard, soft, stretchy, flexible, waterproof, absorbant, electrical/thermal conductivity, melting, dissolve, solution, insoluble, solute, solvent, particle, mixture, filtering, sieving, residue, reversible/non reversible changes, new material, burning, rusting,</p>	

# Progression ladder-Science English Martyrs

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Asking Questions and Carrying Out Fair and Comparative Tests</p>		<p>Performing simple tests. Children can:</p> <ul style="list-style-type: none"> <li>a explore the world around them, leading them to ask some simple scientific questions about how and why things happen;</li> <li>b begin to recognise ways in which they might answer scientific questions;</li> <li>c ask people questions and use simple secondary sources to find answers;</li> <li>d carry out simple practical tests, using simple equipment;</li> <li>e experience different types of scientific enquiries, including practical activities;</li> <li>f talk about the aim of scientific tests they are working on.</li> </ul>	<p>Setting up simple practical enquiries, comparative and fair tests. Children can:</p> <ul style="list-style-type: none"> <li>a start to raise their own relevant questions about the world around them in response to a range of scientific experiences;</li> <li>b start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;</li> <li>c recognise when a fair test is necessary;</li> <li>d help decide how to set up a fair test, making decisions about what observations to make, how long to make them for and the type of simple equipment that might be used;</li> <li>e set up and carry out simple comparative and fair tests.</li> </ul>	<p>Using test results to make predictions to set up further comparative and fair tests. Children can:</p> <ul style="list-style-type: none"> <li>a with growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;</li> <li>b with increasing independence, make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions;</li> <li>c explore and talk about their ideas, raising different kinds of scientific questions;</li> <li>d ask their own questions about scientific phenomena;</li> <li>e select and plan the most appropriate type of scientific enquiry to use to answer scientific questions;</li> <li>f make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;</li> <li>g plan, set up and carry out comparative and fair tests to answer questions, including recognising and controlling variables where necessary;</li> <li>h use their test results to identify when further tests and observations may be needed;</li> <li>i use test results to make predictions for further tests.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Observing and Measuring Changes</p>		<p>Observing closely, using simple equipment. Children can:</p> <ul style="list-style-type: none"> <li>a observe the natural and humanly constructed world around them;</li> <li>b observe changes over time;</li> <li>c use simple measurements and equipment;</li> <li>d make careful observations, sometimes using equipment to help them observe carefully.</li> </ul>	<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. Children can:</p> <ul style="list-style-type: none"> <li>a make systematic and careful observations;</li> <li>b observe changes over time;</li> <li>c use a range of equipment, including thermometers and data loggers;</li> <li>d ask their own questions about what they observe;</li> <li>e where appropriate, take accurate measurements using standard units using a range of equipment.</li> </ul>	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Children can:</p> <ul style="list-style-type: none"> <li>a choose the most appropriate equipment to make measurements and explain how to use it accurately;</li> <li>b take measurements using a range of scientific equipment with increasing accuracy and precision;</li> <li>c make careful and focused observations;</li> <li>d know the importance of taking repeat readings and take repeat readings where appropriate.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Identifying, Classifying, Recording and Presenting Data</p>		<p>Identifying and classifying. Gathering and recording data to help in answering questions. Children can:</p> <ul style="list-style-type: none"> <li>a use simple features to compare objects, materials and living things;</li> <li>b decide how to sort and classify objects into simple groups with some help;</li> <li>c record and communicate findings in a range of ways with support;</li> <li>d sort, group, gather and record data in a variety of ways to help in answering questions such as in simple sorting diagrams, pictograms, tally charts, block diagrams and simple tables.</li> </ul>	<p>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. Children can:</p> <ul style="list-style-type: none"> <li>a talk about criteria for grouping, sorting and classifying;</li> <li>b group and classify things;</li> <li>c collect data from their own observations and measurements;</li> <li>d present data in a variety of ways to help in answering questions;</li> <li>e use, read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge;</li> <li>f record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> </ul>	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Children can:</p> <ul style="list-style-type: none"> <li>a independently group, classify and describe living things and materials;</li> <li>b use and develop keys and other information records to identify, classify and describe living things and materials;</li> <li>c decide how to record data from a choice of familiar approaches;</li> <li>d record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar graphs and line graphs.</li> </ul>

# Progression ladder-Science English Martyrs

<p>Drawing Conclusions, Noticing Patterns and Presenting Findings</p>		<p>Using their observations and ideas to suggest answers to questions.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a notice links between cause and effect with support;</li> <li>b begin to notice patterns and relationships with support;</li> <li>c begin to draw simple conclusions;</li> <li>d identify and discuss differences between their results;</li> <li>e use simple and scientific language;</li> <li>f read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1;</li> <li>g talk about their findings to a variety of audiences in a variety of ways.</li> </ul>	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a draw simple conclusions from their results;</li> <li>b make predictions;</li> <li>c suggest improvements to investigations;</li> <li>d raise further questions which could be investigated;</li> <li>e first talk about, and then go on to write about, what they have found out;</li> <li>f report and present their results and conclusions to others in written and oral forms with increasing confidence.</li> </ul>	<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>Children can:</p> <ul style="list-style-type: none"> <li>a notice patterns;</li> <li>b draw conclusions based in their data and observations;</li> <li>c use their scientific knowledge and understanding to explain their findings;</li> <li>d read, spell and pronounce scientific vocabulary correctly;</li> <li>e identify patterns that might be found in the natural environment;</li> <li>f look for different causal relationships in their data;</li> <li>g discuss the degree of trust they can have in a set of results;</li> <li>h independently report and present their conclusions to others in oral and written forms.</li> </ul>
---	--	---	--	---