	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Nursery	Make healthy choices about food, drink, activity and toothbrushing.	Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.	<u>Building Site</u> <u>Land of Make Believe</u> <u>Movement</u> <u>Once upon a time (Year B)</u>	<u>Healthy Me</u> _Everybody's body We like to move it! Food glorious food Keeping Clean <u>Very Hungry Caterpillar (Year B)</u>	How does your garden grow? (Year B)	<u>Changing Me</u> My body Respecting my body Growing up Growth and change
Knowledge (Key Concepts)	I know that some foods are good/bad for you. I know how to look after my teeth	I know by brushing my teeth it keeps them clean. I know I need to go to the toilet to wee or poo.	I know I use my muscles to move my body.	I know some of the parts of the body. I know how to keep myself healthy. I know I must wash my hands to keep clean.	I know plants grow. I Know vegetables grow from plants.	I know you can feel differently sometimes. I know we all start as babies and grow into children and then adults. I know that I grow and change.
Skills	I can tell you why some foods are good/bad for you. I can listen to a dental health visitor talk and remember things about brushing teeth.	I can brush my own teeth. I can say why I need to clean my teeth (to keep them clean). I can wash my hands. I can clean myself after using the toilet.	I can use my movement to control objects and what I do.	I can name some parts of the body. I can wash my hands. I can wipe my nose.	I can say how plants grow.	I can talk about how I feel about moving to School from Nursery. I can talk about how I have changed.
Reception	<u>Our Changing World: The Local Environment</u> Observations over time - What is happening to the trees? (Autumn) <u>Biology: Animals and Plants</u> Research - What am I made of?	<u>Physics: Light, Space, Electricity and Movement</u> Research - What happens at night? Identifying and classifying - What is in the sky? Research - What is the moon? Pattern seeking - What makes it move? Identifying and classifying - How does my toy work? <u>Chemistry: Objects and Materials</u> Comparative and fair testing - What goes through?	<u>Biology: Animals and Plants</u> Identifying and classifying - Who are my parents? <u>Chemistry: Objects and Materials</u> Identifying and classifying - Which hat is best to wear today? Comparative and fair testing - What melts?	<u>Physics: Light, Space, Electricity and Movement</u> Pattern seeking - What floats? <u>Our Changing World: The Local Environment</u> Observations over time - What is happening to the trees? (Spring) Observations over time - What is the weather like today? (Winter) Identifying and classifying - What can I grow for my dinner?	<u>Biology: Animals and Plant</u> Research - What does an earthworm do? Identifying and Identifying and classifying - Is all of a plant green? <u>Chemistry: Objects and Materials</u> Research - Who lives here? Fair testing - What happens when you mix it?	<u>Our Changing World: The Local Environment</u> Observations over time - What is happening to the trees? (Summer) Observations over time - What is the weather like today? (Summer)

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				<u>Biology: Animals and Plants</u> Research - What's inside the egg?		
Knowledge (key Concepts)	I know there are four seasons. I know some trees change over time. I know some animals hibernate. I know I am a human and I have a skeleton. I know the names of my body parts.	I know how to explain why certain things won't fit through a sieve. I know what happens at night. I know how to describe push and pull.	I know different temperatures e.g. hot cold, warm.	I know that some things float and some sink. I know that some trees change. I know that some animals hatch out of eggs. I know how to match hatchlings to their parents. I know the name of an animals young e.g. calf, foal.	I know what an earth worm is. I know plants have roots. I know that animals live in different places. I know you can sometimes mix materials and you cannot separate them.	I know there are four seasons. I can describe what is happening to the trees.
Skills	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. Describe different parts of the body.	Understand some important processes and changes in states of matter.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in states of matter.	Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in states of matter. I know there are four seasons.	Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand some important processes and changes in states of matter.	Understand the effect of changing seasons on the natural world around them. Understand some important processes and changes in states of matter. I know what bubbles are made from.

	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 1 **Key Concepts**	**Engage Science – Animal Kingdom** **Animal Antics:** Animals, including humans (naming animals & body parts) **Key Concepts** 1. Animals look different, live in different places and eat different things		**Engage Science – Materials** **Everyday materials** **Key Concepts** 1. The object and the material it is made from are different. 2. Materials can be described by their properties: hard/soft, weak/strong, dull/shiny etc. 3. We can sort and compare materials according to their properties. 4. The shape of some materials can be altered by forces	**Engage Science – Plants** **Our Changing World: Plants** Plants (names and structure of plants) **Key Concepts** 1. That all trees also have a basic structure consisting of roots, trunk, branches and leaves. 2. That plants grow from seeds and bulbs 3. That all flowering plants share a basic structure consisting of roots, stem, leaves and flowers.	**Engage Science – Animal Kingdom** **Looking at Animals:** Animals, including humans (naming animals & body parts) **Key Concepts** 1. Animals can be classified and grouped by their characteristics 2. There are some basic classes of animals: mammals, birds, fish, amphibians, reptiles and invertebrates 3. Animals look different, live in different places and eat different things
	Seasonal Changes Key Concepts 1. We experience different types of weather in the UK and some kinds of weather are associated with different seasons of the year 2. We can measure and observe the weather 3. It is dangerous to look at the Sun and to play in the Sun without protection **Skills:** **This unit supports the following elements in particular:** ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions					
Skills	**This unit supports the following elements in particular:** ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions		**This unit supports the following elements in particular:** ▪ asking simple questions and recognising that they can be answered in different ways ▪ performing simple tests identifying and classifying ▪ using their observations and ideas to suggest answers to questions	**This unit supports the following elements in particular:** ▪ observing closely, using simple equipment ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions	**This unit supports the following elements in particular:** ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ identifying and classifying	

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		▪ gathering and recording data to help in answering questions.		▪ using their observations and ideas to suggest answers to questions

	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 2 **Key Concepts**	**Engage Science – Materials** **Materials, good choices. Materials, shaping up:** Uses of every day materials (includes physical changes squash, bend etc.) **Key Concepts** 1. That material properties are linked to their use 2. That the shape of some materials can be changed by forces	**Engage Science – Living things** Living things and their habitats (suitable habitats/ simple food chains) **Key Concepts** 1. That objects can be classified as living things, things that were once alive and things that have never been alive. 2. That life is characterised by a series of processes that are common to all living things, including plants.	**Growing up and our changing World:** Animals, including humans (health and growth) **Key Concepts** 1. Animals grow from juveniles into mature adults. 2. Mammals give birth to live young but other animals lay eggs. 3. Many immature animals including humans need care in order to mature but others grow up independent of their parents.	**Engage Science – Plants Apprentice Gardener:** Plants (conditions for growing) **Key Concepts** ▪ That plants need water, warmth and light to grow ▪ That the roots of a plant grow first followed by a shoot and then leaves ▪ That plants change through the seasons with some plants dying and others becoming dormant	**Engage Science – Habitats** **Key Concepts** 1. Different local conditions in nature are called habitats. 2. Different habitats contain different animals and plants that are suited to their habitats in different ways. 3. Plants make their own food. Some animals eat plants and some eat other animals. A good diet, hygiene and exercise are important for maintaining good health.	
Skills	**This unit supports the following elements in particular:** ▪ asking simple questions and recognising that they can be answered in different ways ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.	**This unit supports the following elements in particular:** ▪ observing closely, using simple equipment ▪ using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	**This unit supports the following elements in particular:** ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	**This unit supports the following elements in particular:** ▪ observing closely, using simple equipment ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	**This unit supports the following elements in particular:** ▪ observing closely, using simple equipment ▪ using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	

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	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 3 **Key Concepts**	**Engage Science – Plants** Plants (Requirements for growth, function of parts & life cycle) **Key Concepts** 1. that the different parts of a plant all have a function in keeping the plant healthy 2. that plants have a life cycle consisting of germination, growth, flowering, pollination, seed production and seed dispersal	**Engage Science – Rocks** **Rock Detectives:** Rocks (including fossil formation) **Key Concepts** 1. That different rocks have different properties 2. That rocks can be classified as igneous, sedimentary or metamorphic and this classification depends on the method of their formation 3. That soil is composed of rock particles and organic matter 4. That fossils are imprints of living things from millions of years ago 5. That we can learn about prehistoric animals from fossils	**Engage Science – Magnets** **The Power of Forces:** Forces and magnets (friction/magnets) **Key Concepts** 1. A force is a push, a pull or a twist that can change the speed, direction or shape of an object 2. Forces are measured using force meters and the unit of measurement is the Newton 3. The force between two moving surfaces in contact is called friction and that that friction can be useful 4. Magnets attract iron and steel to them 5. Magnetism is a force like gravity and that it can operate at a distance. 6. Like magnetic poles repel and unlike poles attract		**Engage Science – Animals and Skeletons** **Amazing Bodies:** Animals, including humans (skeletons) **Key Concepts** 1. That what an animal (including a human)eats should be matched to the needs of that animal 2. That food of the wrong type or too much food makes animals (including humans) unhealthy 3. That skeletons provide support and protection for the body 4. That there are two basic types of skeleton – internal skeletons and external skeletons	**Engage Science – Light** **Can you see me?** Light (need to see, darkness, reflection, dangers, shadows **Key Concepts** 1. Only light sources produce light; other bright objects reflect light. 2. Different materials allow different amounts of light through them. 3. Light travels in straight lines. 4. Light cannot travel through all materials and opaque materials block light, causing shadows.
Skills	**This unit supports the following elements in particular:** ▪ 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 ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions using straightforward scientific evidence to answer questions or to support their findings.	**This unit supports the following elements in particular:** ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations ▪ 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 ▪ identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	**This unit supports the following elements in particular:** ▪ setting up simple practical enquiries, comparative and fair tests ▪ 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, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests		**This unit supports the following elements in particular:** ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest	**This unit supports the following elements in particular:** ▪ 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 ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values,

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				improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	suggest improvements and raise further questions using straightforward scientific evidence to answer questions or to support their findings.

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	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 4 **Key Concepts**	**Engage Science – Digestion** **Where does all the food go?** Animals, including humans (Health: teeth, eating and digestion) **Key Concepts** 1. Animals including humans need to digest (break down) food into chemicals that can be used by the body. 2. This process is carried out by the digestive system 3. Plants make their food using sunlight as an energy source, and all other food is dependent on this	**Engage Science – Sound** **Good Vibrations:** Sound (vibrations & volume) **Key Concepts** 1. Sound is created through vibration 2. Sound varies in pitch and volume (loudness) 3. The ear detects sound	**Engage Science – Electricity** **Switch On:** Electricity **Key Concepts** 1. That some materials allow electricity to flow through them and others do not. 2. That a complete, unbroken circuit is needed for electricity to flow. 3. That the different components of a circuit have different and specific functions.	**Engage Science – States of Matter** **In A State:** States of matter **Key Concepts** 1. Materials can be classified as belonging to one of three states of matter: solid, liquid or gas 2. Each state of matter has specific properties 3. Many materials can change state between solid, liquid and gas	**Engage Science – Classification** **Human Impact and Plants:** Living things and their habitats (grouping/ simple classifying/changes to habitats) (from living things grouping/classifying plants & benefits e.g. green spaces in cities& dangers e.g. deforestation) **Key Concepts** 1. construct and interpret a variety of food chains, identifying producers, predators and Prey 2.recognise that living things can be grouped in a variety of ways 3. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 4.recognise that environments can change and that this can sometimes pose dangers to living things.	
Skills	**This unit supports the following elements in particular:** ▪ ask relevant questions ▪ set up simple practical enquiries, comparative and fair tests ▪ -begin to choose ways to try and answer a ▪ question ▪ - put forward own ideas and make some planning ▪ decisions ▪ - suggest ways of making the test fair or if it can't be ▪ fair how they will answer it by looking for a pattern ▪ - from a selection say what equipment is needed ▪ - suggest the type of data needed to be collected - make simple predictions based on everyday experience and knowledge	**This unit supports the following elements in particular:** asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions using straightforward scientific evidence to answer questions or to support their findings.	**This unit supports the following elements in particular:** ▪ asking relevant questions and using different types of scientific enquiries to answer them ▪ setting up simple practical enquiries, comparative and fair tests ▪ making systematic and careful observations ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ▪ identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	**This unit supports the following elements in particular:** asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ making systematic and careful observations reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes	**This unit supports the following elements in particular:** • asking relevant questions and using different types of scientific enquiries to answer them • making systematic and careful observations • recording findings using simple scientific language, keys, • identifying differences, similarities or changes related to simple scientific ideas and processes grouping and classifying	

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	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 5 **Key Concepts**	**Engage Science – Earth and Space** **Earth and beyond:** Earth and Space **Key Concepts** 1. Stars, planets and moons are roughly spherical. 2. In solar systems, planets orbit a star and moons orbit planets. 3. Night and day are due to the rotation of the Earth about its axis. 4. The phases of the Moon are the result of the shadow on the dark side of the Moon being visible in different proportions depending on where the Moon is in its orbit.		**Engage Science – Mixtures and Reactions** **All changes:** Properties of materials **Key Concepts** 1. The properties of materials include their chemical properties – solubility, type of reactions etc.These properties result in some mixtures being easily separated 3. In a chemical reaction new substances are made. 4. Most chemical reactions are not reversible.	**Engage Science -Life Cycles** **Our Changing World:** *Living things and their habitats topic (life process of reproduction in plants)* **Key Concepts** *Living things have a cycle that involves continual replacement of organisms of the same species.* *The life cycles of different animals vary, and, for insects and amphibians include metamorphosis.*	**Engage Science – Forces** **Feel the Force:** Forces (gravity, friction, air & water resistance, levers pulleys gears) **Key Concepts** 1. Gravity pulls objects towards the centre of the Earth 2. Air resistance, water resistance and friction oppose movement 3. Simple machines can reduce the force needed to move things and alter speed and direction	**Engage Science - Human Development** Animals, including humans (changes in humans as they grow) *(Animals Part of living things topic life cycles & reproduction in animals)* **Key Concepts** *1. That human beings have a life cycle like other animals.* *2. That there are changes in the human body as it develops from childhood to adolescence, in preparation for adulthood and reproduction.*
Skills	**This unit supports the following elements in particular:** ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations ▪ identifying scientific evidence that has been used to support or refute ideas or arguments. taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate		**This unit supports the following elements in particular:** ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ using test results to make predictions to set up further comparative and fair tests ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.	**This unit supports the following elements in particular:** asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes	**This unit supports the following elements in particular:** planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units	**This unit supports the following elements in particular:** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments.

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	Autumn		Spring		Summer	
Science	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Year 6 **Key Concepts**	**Engage Science – Heart and Lungs** **Body Pump:** Animals, including humans (health and circulation) **Key Concepts** 1. That the circulatory system transports blood round the body. 2. That the heart is the pump that keeps the blood flowing 3. That the lungs allow gas exchange to take place in the body with oxygen entering the body and carbon dioxide leaving it. 4. Oxygen is taken into the blood in the lungs and carried to parts of the body where it is needed. 5. That some substances and activities such as smoking are harmful to the body and should be avoided.	**Engage Science – Classification** **The Nature Library:** Living things and their habitats (classifying including microorganisms) *(From living things topic classifying plants. From evolution topic how plants have adapted to suit their environment)* **Key Concepts** *1. Living organisms can be grouped and classified according to their characteristics* *2. Individual microorganisms are living and cannot be seen with the naked eye* *3. Microorganisms feed on waste products. Some are useful, some are harmful.* *4. Microorganisms cause decay which is essential for natural recycling.* *5. Microorganisms can grow and reproduce very rapidly.*	**Engage Science – Light** **Light up your World:** Light (Appears to travels in straight lines as explanation for effects) **Key Concepts** 1. Light comes from a light source. 2. Light travels in straight lines 3. We see when light enters out eyes and we need light to see things, even shiny things. 4. Light reflects off shiny surfaces in an orderly manner, producing reflections 5. Light reflects off non-shiny things in a scattered way producing no reflection	**Engage Science – Electricity** **Danger! Low Voltage:** Electricity **Key Concepts** 1. Circuits are a series of linked components that include an electricity supply. 2. Cells (batteries) are a store of energy that pushes electricity round a circuit. When the energy is gone, the cell no longer pushes out electricity. 3. More cells will push more electricity round a circuit. 4. Components in a circuit work harder when more electricity goes through them 5. Circuits can be represented by internationally recognised symbols.	**Engage Science – Evolution** **Everything changes:** Evolution and inheritance **Key Concepts** 1. If animals can produce young the species will survive. 2. Animals are adapted to survive and produce offspring. 3. Variation in offspring over time can make animals more or less able to survive in particular environments and lead to evolutionary change.
Skills	**This unit supports the following elements in particular:** ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision ▪ recording data and results using tables and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results	**This unit supports the following elements in particular:** ▪ planning different types of scientific enquiries to answer questions ▪ using classification keys ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.	**This unit supports the following elements in particular:** ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	**This unit supports the following elements in particular:** ▪ planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs ▪ 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	**This unit supports the following elements in particular:** ▪ identifying scientific evidence that has been used to support or refute ideas or arguments.

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