

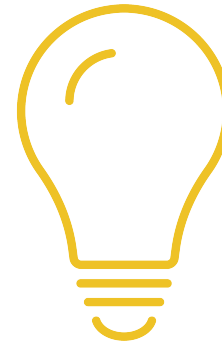


Courageous Curriculum

KS2: Year A



Popular Culture



Art and Design

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including pencil and felt pen with a range of materials.
- Know about great artists, architects and designers in history.

Music

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations
- Develop an understanding of the history of music

DT

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- Apply their understanding of computing to program, monitor and control their products



Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Science

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

PLUS WORKING SCIENTIFICALLY (see end of document)

NOTES: will humans become
useless?

plus 2 artists- Bankse, Warhol, Lichenstein, Opie

drones / robots / food delivery / lego kits /

how music has changed- history of
music

RE, PSHE and PE

- Objectives for these subjects are in separate documents

Invaders and Settlers



History

- The Roman Empire and its impact on Britain.
- A local history study

DT

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

RE, PSHE and PE

- Objectives for these subjects are in separate documents

Science

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

PLUS WORKING SCIENTIFICALLY (see end of document)

NOTES

Local history study- Colchester
bridges- aqueduct, viaduct

Summer Term: Explore

Water



Science

States of Matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Properties and changes of materials

- 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
- Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- Demonstrate that dissolving, mixing and changes of state are reversible changes & 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

PLUS WORKING SCIENTIFICALLY (see end of document)



Geography

Human and physical

- Describe and understand key aspects of: Physical geography, including: Water cycle and rivers

Geographical skills and fieldwork

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES

DT: dams and flood defences

Other: volcanoes, earthquakes, bushfires

Who owns the sky?

Can one person change the world?

Does knowing the result of an action change the morality of doing it?

Trips: Thames Barrier

Chelmsford Water Recycling Centre (sewage works)



Science- working scientifically

Year 3 and 4

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

Year 5 and 6

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

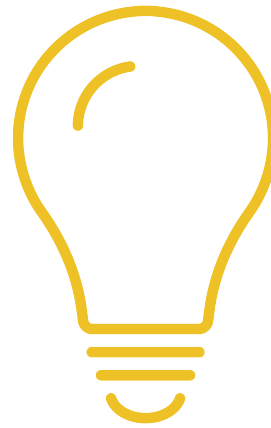


Courageous Curriculum

KS2: Year B



Photography



Art and Design

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques using collage with a range of materials.
- Know about great artists, architects and designers in history.

Music

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

DT

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

Technical Knowledge

- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].



Computing

- Use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RE, PSHE and PE

- Objectives for these subjects are in separate documents

Science

Evolution and Inheritance

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Light

- Recognise that light appears to travel in straight lines.
- 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.
- 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.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

PLUS WORKING SCIENTIFICALLY (see end of document)

NOTES: Sarah and Glen plus two artists
(Hockney)

Stop frame animation / make photo frame with LEDs etc

Ancient Egypt



History

- The achievements of the earliest civilisations; depth study of Egypt.

DT

Technical Knowledge

- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]

RE, PSHE and PE

- Objectives for these subjects are in separate documents

Science

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- 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.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

PLUS WORKING SCIENTIFICALLY (see end of document)



NOTES

Make a Shaduf
Sculpture- clay? Canopic jars etc

Settlements



Geography

Location Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place Knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Science

Forces and Magnets

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Evolution and Inheritance

- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PLUS WORKING SCIENTIFICALLY (see end of document)

Art and Design

- Improve their mastery of art and design techniques, including charcoal with a range of materials.
- Know about great artists, architects and designers in history.

Computing

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES

Art -charcoal- Stephen Wiltshire
Farming, transport, technology , tourism, trade?



Science- working scientifically

Year 3 and 4

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

Year 5 and 6

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

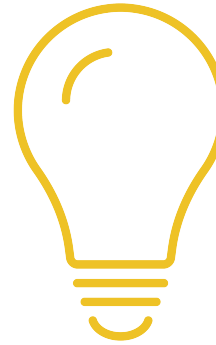


Courageous Curriculum

KS2: Year C



RE / Christmas



Music

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Art and Design

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques using a sculpture with a range of materials.
- Know about great artists, architects and designers in history.

DT

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.



Computing

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

RE, PSHE and PE

- Objectives for these subjects are in separate documents

Science

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- 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.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit & recognise some common conductors and insulators, and associate metals with being good conductors.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- 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.
- Use recognised symbols when representing a simple circuit in a diagram.

PLUS WORKING SCIENTIFICALLY (see end of document)



Greeks



History

- Significant historical events, people and places in their own locality.
- Ancient Greece – life, achievements, influence.

DT

Technical Knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where the food comes from.

Science

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

PLUS WORKING SCIENTIFICALLY (see end of document)



Art and Design

- Improve their mastery of art and design techniques using a sculpture with a range of materials: CLAY

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES

DT: Theseus and the Minotaur maze?



Forces of Nature



Geography

Location Knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

- climate zones, mountains, biomes and vegetation belts, volcanoes and earthquakes.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

DT

Technical Knowledge

Explore and use mechanisms- Levers and sliders.

Cooking and Nutrition

- Use the basic principles of a healthy and varied diet to prepare dishes.
- Understand where the food comes from.



Science

Forces and Magnets

- Compare how things move on different surfaces.
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- Observe how magnets attract or repel each other and attract some materials and not others.
- 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.
- Describe magnets as having two poles & predict whether two magnets will attract or repel each other, depending on which poles are facing.

Rocks

- Compare and group together kinds of rocks on the basis of their appearance and simple physical properties.
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- Recognise that soils are made from rocks and organic matter.

Evolution and Inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

PLUS WORKING SCIENTIFICALLY (see end of document)

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES

DT: dams and flood defences
Other: volcanoes, earthquakes, bushfires



Science- working scientifically

Year 3 and 4

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

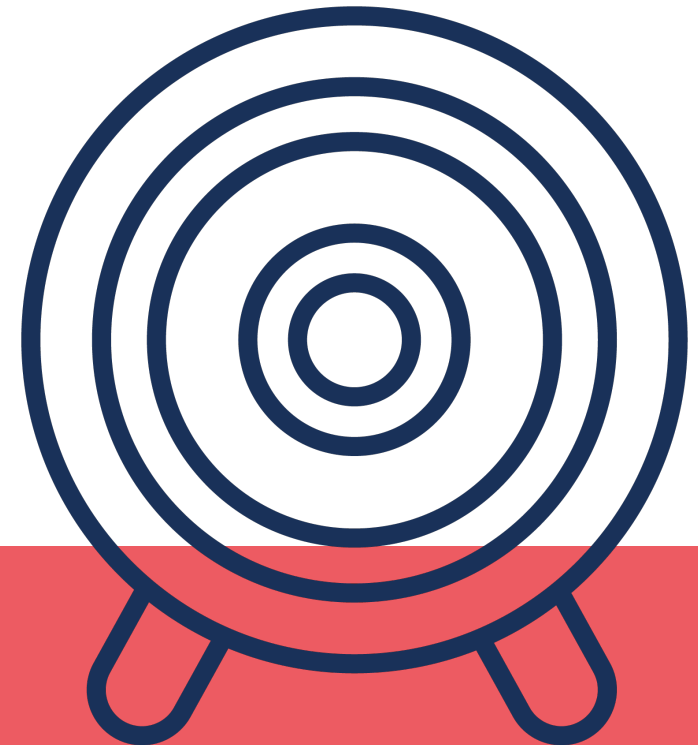
Year 5 and 6

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

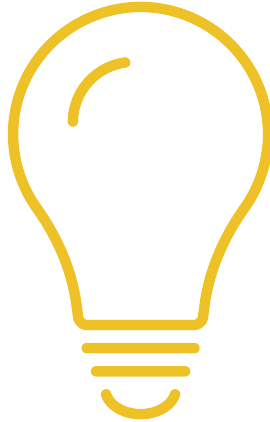


Courageous Curriculum

KS2: Year D



Theatre



Art and Design

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques using a paint and print with a range of materials.
- Know about great artists, architects and designers in history.

Music

- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notation.

DT

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.



Computing

- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Science

WORKING SCIENTIFICALLY (see end of document)

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES:

could be a puppet show?

War



History

- An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066.

DT

Cooking and Nutrition

- Understand and apply the principles of a healthy and varied diet.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

Science

Animals, including humans

- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Describe the changes as humans develop to old age
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans

PLUS WORKING SCIENTIFICALLY (see end of document)



Music

- Develop an understanding of the history of music

Art and Design

- Improve their mastery of art and design techniques using pencil, charcoal and pastels with a range of materials
- Know about great artists, architects and designers in history

Computing

- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES

Morse Code?

Pick one aspect eg Battle of Britain to focus on



Early Settlements



History

- Changes in Britain from the Stone Age to the Iron Age (D).
- Britain's settlement by Anglo-Saxons and Scots (D).
- Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor

Geography

Location knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Human and physical geography

- types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water



Science

Living things and their habitats

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

PLUS WORKING SCIENTIFICALLY (see end of document)

RE, PSHE and PE

- Objectives for these subjects are in separate documents

NOTES

choose one of the history objectives to focus on
cave painting, round house for sale, Horrible
Histories Stone Age Dragon's Den, cooking/hunting,
sources of evidence- artefacts, shelters, materials
of shelters, neolithic farmers, Skara Brae, Stone
Henge



Science- working scientifically

Year 3 and 4

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

Year 5 and 6

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