

Skill - Working Sci (bold is NC)	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning and enquiring planning	With prompting, ask a few simple questions about the world around us.	<p>Ask simple questions about the world around us.</p> <p><b>Begin to recognise that they can be answered in different ways</b> (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).</p>	<p>Ask questions about the world around us.</p> <p><b>Recognise that they can be answered in different ways</b> (different types of enquiry including - observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative tests, finding things out from secondary sources).</p>	<p>Ask some relevant questions and use different types of scientific enquiries to answer them.</p> <p>Begin to explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Begin to raise their own questions about the world around them.</p> <p>Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, <b>carrying out simple comparative and fair tests</b>, finding things out using secondary sources.</p>	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Explore everyday phenomena and the relationships between living things and familiar environments.</p> <p>Begin to develop their ideas about functions, relationships and interactions.</p> <p>Raise their own questions about the world around them.</p> <p>Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, <b>carrying out simple comparative and fair tests</b>, finding things out using secondary sources.</p>	<p><b>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</b></p> <p>Begin to explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise some more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)</p>	<p><b>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</b></p> <p>Explore and talk about ideas, ask their own questions about scientific phenomena, analyse functions, relationships and interactions more systematically.</p> <p>Begin to recognise more abstract ideas and begin to recognise how these ideas help them to understand how the world operates.</p> <p>Begin to recognise scientific ideas change and develop over time.</p> <p>Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)</p>
Observing, measuring and pattern seeking	<b>With support, begin to observe</b> closely, using simple equipment.	<p><b>Begin to observe closely, using simple equipment.</b></p> <p>Use simple observations and ideas to suggest answers to questions.</p>	<p><b>Observe closely, using simple equipment.</b></p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe changes over time and, with</p>	<p><b>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment,</b></p>	<p><b>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</b></p>	<p><b>Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</b></p> <p>Begin to identify patterns that might be found in the natural environment. Begin to make their own decisions about</p>	<p><b>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</b></p> <p>Identify patterns that might be found in the natural environment.</p>

		<p>To observe simple changes over time and, with guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with support (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading cm, m, cl, l, °C</p>	<p>guidance, begin to notice patterns and relationships.</p> <p>To say what I am looking for and what I am measuring.</p> <p>To know how to use simple equipment safely.</p> <p>Use simple measurements and equipment with increasing independence (eg hand lenses and egg timers)</p> <p>Begin to progress from non-standard units, reading mm, cm, m, ml, l, °C</p>	<p><b>including thermometers and data loggers.</b></p> <p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use some new equipment appropriately (eg data loggers).</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds</p>	<p>Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.</p> <p>Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.</p> <p>Learn to use new equipment appropriately (eg data loggers).</p> <p>Can see a pattern in my results.</p> <p>Can choose from a selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>	<p>what observations to make, what measurements to use and how long to make them for and whether to repeat them. Choose the most appropriate equipment and explain how to use it accurately.</p> <p>Begin to interpret data and find patterns.</p> <p>Select equipment on my own.</p> <p>Can make a set of observations and say what the interval and range are.</p> <p>Begin to take accurate and precise measurements - N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>V, km/h, m per sec, m/ sec Graphs - pie, line</p>	<p>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.</p> <p>Choose the most appropriate equipment and explain how to use it accurately.</p> <p>Can interpret data and find patterns.</p> <p>Select equipment on my own. Can make a set of observations and say what the interval and range are.</p> <p>Accurate and precise measurements - N, g, kg, mm, cm, mins, seconds, cm<sup>2</sup>V, km/h, m per sec, m/ sec Graphs - pie, line, bar</p>
Investigating	<p>To begin to discuss my ideas about how to find things out.</p>	<p><b>Perform simple tests with support.</b></p> <p>To begin to discuss my ideas about how to find things out.</p> <p>To begin to say what happened in my investigation.</p>	<p><b>Perform simple tests.</b></p> <p>To discuss my ideas about how to find things out.</p> <p>To say what happened in my investigation.</p>	<p><b>Set up some simple practical enquiries, comparative and fair tests.</b></p> <p>Begin to recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Begin to think of more than one variable factor.</p>	<p><b>Set up simple practical enquiries, comparative and fair tests.</b></p> <p>Recognise when a simple fair test is necessary and help to decide how to set it up.</p> <p>Can think of more than one variable factor.</p>	<p><b>Begin to use test results to make predictions to set up further comparative and fair tests.</b></p> <p>Begin to recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Begin to suggest improvements to my method and give reasons. Begin to decide when it is appropriate to do a fair test.</p>	<p><b>Use test results to make predictions to set up further comparative and fair tests.</b></p> <p>Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.</p> <p>Suggest improvements to my method and give reasons.</p> <p>Decide when it is appropriate to do a fair test.</p>

Recording and Reporting Findings	<b>Gather and record data with adult support, to help in answering questions.</b>	<p><b>Gather and record data with some adult support, to help in answering questions.</b></p> <p>Begin to record simple data.</p> <p>Begin to record and communicate their findings in a range of ways.</p> <p>Can show my results in a simple table that my teacher has provided.</p>	<p><b>Gather and record data to help in answering questions.</b></p> <p>Record simple data.</p> <p>Record and communicate their findings in a range of ways.</p> <p>Can show my results in a table that my teacher has provided.</p>	<p><b>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</b></p> <p><b>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</b></p> <p><b>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</b></p> <p>Begin to use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Begin to record results in tables and bar charts</p>	<p><b>Gather, record, classify and present data in a variety of ways to help in answering questions.</b></p> <p><b>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</b></p> <p><b>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</b></p> <p>Use notes, simple tables and standard units and help to decide how to record and analyse their data.</p> <p>Can record results in tables and bar charts.</p>	<p><b>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</b></p> <p><b>Begin to report and present findings from enquiries.</b></p> <p>Begin to decide how to record data from a choice of familiar approaches.</p> <p>Begin to choose how best to present data.</p>	<p><b>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</b></p> <p><b>Report and present findings from enquiries.</b></p> <p>Decide how to record data from a choice of familiar approaches. Can choose how best to present data.</p>
Identifying, grouping and classifying	<b>Identify and classify with support.</b>	<p><b>Identify and classify with some support.</b></p> <p>To begin to observe and identify, compare and describe.</p> <p>To begin to use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p><b>Identify and classify.</b></p> <p>Observe and identify, compare and describe.</p> <p>Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them.</p>	<p><b>Begin to identify differences, similarities or changes related to simple scientific ideas and processes.</b></p> <p>Begin to talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Begin to compare and group according to behaviour or properties, based on testing.</p>	<p><b>Identify differences, similarities or changes related to simple scientific ideas and processes.</b></p> <p>Talk about criteria for grouping, sorting and classifying and use simple keys.</p> <p>Compare and group according to behaviour or properties, based on testing.</p>	<p>Begin to use and develop keys and other information records to identify, classify and describe living things and materials.</p>	<p>Use and develop keys and other information records to identify, classify and describe living things and materials.</p>

Research	To begin to find information to help me from books and computers with help.	To begin to use simple secondary sources to find answers.  To begin to find information to help me from books and computers with help.	Use simple secondary sources to find answers.  Can find information to help me from books and computers with help.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through Practical investigations.	Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through Practical investigations	Begin to recognise which secondary sources will be most useful to research their ideas.	Recognise which secondary sources will be most useful to research their ideas
Conclusions	Begin to talk about what they have found out and how they found it out.	Begin to talk about what they have found out and how they found it out.  To begin to say what happened in my investigation.  To begin to say whether I was surprised at the results or not.  To begin to say what I would change about my investigation.	Talk about what they have found out and how they found it out.  To say what happened in my investigation.  To say whether I was surprised at the results or not.  To say what I would change about my investigation.	<b>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</b>  <b>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</b>  <b>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</b>  With support, am beginning to identify new questions arising from the data, make new predictions and find ways of improving what they have already done.  Am beginning to see a pattern in my results.  Am beginning to say what I found out, linking cause and effect.	<b>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</b>  <b>Use straightforward scientific evidence to answer questions or to support their findings.</b>  <b>With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</b>  With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.  Can see a pattern in my results.  Can say what I found out, linking cause and effect.  Can say how I could make it better.  Can answer questions from what I have found out.	<b>Am beginning to report and present 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.</b>  <b>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</b>  Begin to draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.  <b>Begin to use test results to make predictions to set up further comparatives and fair tests.</b>  <b>Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</b>  Use their results to identify when further tests and observations are needed.  Begin to separate opinion from fact.  Begin to draw conclusions and identify scientific evidence.  Can use simple models.  Know which evidence proves a scientific point.	<b>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.</b>  <b>Identify scientific evidence that has been used to support or refute ideas or arguments.</b>  Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.  <b>Use test results to make predictions to set up further comparatives and fair tests.</b>  <b>Look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</b>  Use their results to identify when further tests and observations are needed.  Separate opinion from fact. Can draw conclusions and identify scientific evidence.  Can use simple models.  Know which evidence proves a scientific point.

			<p>Am beginning to say how I could make it better.</p> <p>Am beginning to answer questions from what I have found out.</p>		<p><b>Begin to use test results to make predictions to set up further comparative and fair tests.</b></p>	<p><b>Use test results to make predictions to set up further comparative and fair tests.</b></p>
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Materials</b>	Use all their senses in hands-on exploration of natural materials.  Explore collections of materials with similar and/or different properties.  Talk about the differences between materials and changes they notice.	<b>Everyday Materials</b> identify and name a variety of everyday materials  distinguish between an object and the material from which it is made  describe the simple physical properties of a variety of everyday materials  compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Uses of everyday Materials</b> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		<b>States of Matter</b> 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	<b>Materials</b> 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  give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic  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  demonstrate that dissolving, mixing and changes of state are reversible changes  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	
<b>Rocks and Soils</b>				<b>Rocks and soils</b> compare and group together different 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			<b>Evolution and Inheritance</b>  recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
<b>Key indicator for ARE</b>	Can explore soft and hard materials. E.g. witch's broom Can talk about strong materials e.g., little pigs house.  Can talk about materials that feel the same and materials that feel different.  Can talk about the materials they are using when making models.  Can talk about the changes in water to ice and what happens when it melts.  Can talk about how materials change during cooking.	Can name materials - wood, glass, metal, rock, plastic, brick, fabric, wool, card, paper.  Can name objects made by those materials.  Can describe simple properties - hard/ soft, bendy/ stiff, flexible, strong/ weak, rough/ smooth, shiny/ dull, waterproof/ absorbent.  Can sort materials using their properties  Can answer a material enquiry based on properties.  Know that materials have a use.	Can name objects, the materials, properties and if the material is man-made or natural (link to geo)  Can link properties and suitability with reasoning.  Know that different materials are suitable for different jobs.  Whilst changing the shape of the object they can describe the action used.  Can answer a material enquiry based on suitability and properties.	Can name some types of rocks.  Can identify the use of different rocks.  Can give physical features of each type of rock.  Can classify different rocks based on criteria.  Can explain how a fossil is formed.  Can explain what soils are made from.  Can carry out an enquiry into different types of soils.	Can identify and group examples of liquids, solids and gases.  Can name properties of liquids, solids and gases.  Can give examples of things that melt/ freeze and how their melting points differ.  Can identify things that may affect the how quickly something melts.  Can explain why a solid may melt at different speeds.  Can give everyday examples of evaporation and condensation.  Can describe the water cycle.  Can measure temperature using a thermometer.	Can group materials based on the properties - hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.  Can carry out enquiries based on the properties and suggest suitable answers to the enquiry.  Can explain the terms thermal conductor and thermal insulator.  Can explain the term dissolving and give examples.  Can identify reversible and irreversible changes of state and explain what is meant by these terms.  Can give examples of irreversible changes.  Can separate mixtures in different ways - filtering, sieving and evaporation (prior learning in Yr4)  Can carry out fair tests and explain how it is fair.	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.  Can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.  Can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Key indicator for 6D	<p>Can identify the odd one out from a selection of materials and objects.</p> <p>Can identify that some objects are made from more than one material and identify examples of them.</p> <p>Can identify the odd one out from a selection of properties for a given material.</p> <p>Can identify a sensible material choice and a silly material choice for a given object.</p> <p>Can explain why materials have been sorted incorrectly based on their properties.</p>	<p>Can identify the odd one out from a selection of objects.</p> <p>Can decide which materials would be best for an object from a choice with reasoning.</p> <p>Can explain the consequences of not making a material have a certain property.</p> <p>Can explain the consequence of exchanging suitable materials with non-suitable ones.</p>	<p>Can explain the positives and negatives of a house made of chalk</p> <p>Can identify the odd one out between 3 sedimentary rocks</p> <p>Can use images to identify different soils</p> <p>Can identify the best type of soil for different scenarios.</p>	<p>Can discuss change of matter and what materials can do this.</p> <p>Describe the processes of melting, evaporation, freezing and condensation in every day tasks. Eg. Washing drying on a line.</p> <p>Can agree or disagree with a statement and use scientific knowledge and vocab to explain why.</p>	<p>Children to research a scientist related to materials and use their research to suggest if materials can be classified according to this scientist's views.</p> <p>Children to present their findings on a computerised graph.</p> <p>Children to discuss alternate ways to test the efficiency of thermal conductors.</p>	<p>Can discuss adaptations and apply it to living things.</p> <p>Can research certain living things and discuss why and how they have adapted.</p> <p>Answer Scientific questions regarding evolution using technical vocabulary to explain their thinking.</p>
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<b>Plants</b>	<p>Plant seeds and care for growing plants.</p> <p>Understand the key features of the life cycle of a plant</p> <p>Explore the natural world around them, making observations and drawing pictures of plants.</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>observe and describe how seeds and bulbs grow into mature plants win</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>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</p> <p>investigate the way in which water is transported within plants</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>			<p><b>Living things and habitats</b></p> <p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>
<b>Key indicator for ARE</b>	<p>Can observe and talk about growth and change of a plant over time.</p> <p>Can talk about the life cycle of a bean E.g seed, roots, stem, leaves, bean</p> <p>Can produce simple drawings and observations of a plant.</p>	<p>Can identify the key features of flowering plants <b>and the jobs that they do</b> e.g. leaves - makes plant's food, flowers - attract the insects, petals - part of flower, roots - anchor to the ground and suck up the nutrients from the soil, bulb - plants grow from this, seed - plants grow from this, stem - keep the plant upright.</p> <p>Can identify the key features of trees e.g. leaves, trunk, roots, branches, blossom, fruit, bud, berry, petals, bark</p> <p>Knowing that a tree changes over time depending on seasons (link to seasonal changes)</p> <p>Can identify and name trees and plants that they see regularly.</p> <p>Can identify the difference between deciduous and evergreen trees and identify some examples.</p> <p>Can describe the growth of a sunflower.</p>	<p>Can identify a seed and a bulb.</p> <p><b>Know that the outer layer of a seed or bulb protects it.</b></p> <p><b>Can identify differences and similarities between bulbs and seeds</b></p> <p><b>Can observe how seeds and bulbs grow over time.</b></p> <p><b>Can identify what every plant needs to grow; cress investigation in different conditions.</b></p>	<p><b>Can explain the functions of the parts of a flowering plant</b> roots absorb water, anchor plant in place, stem transports nutrients/minerals around the plant and hold the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. The leaves use sunlight and water to produce the plant's food. Some plants produce flowers which enable the plants to reproduce.</p> <p><b>Can describe the life cycle of flowering plants including pollination, seed formation, seed dispersal including examples.</b></p> <p>Can look at features of seeds to decide on the method of dispersal.</p>	<b>See living things and habitats</b>		<b>See living things and habitats</b>	



Key indicator for GD		<p>Can identify the odd one out - parts of a plant and one that isn't.</p> <p>Can identify the odd one out - Parts of a tree and one that isn't</p> <p>Can identify the odd one out - Two wild plants and one tree</p> <p>Can identify the odd one out - Two common garden plants and one wild plant</p> <p>Can identify the similarities and differences between a yew and oak tree</p>	<p>Can identify whether a bulb or a seed would be best for a garden</p> <p>Can explain if all plants need the same amount of heat to grow</p> <p>Can explain why a bulb would not grow the best in an oven, just because it is warm.</p>	<p>Look at the shape of these seeds. How might these be dispersed?</p> <p><b>Some leaves are very big and spiky or poisonous. Why do you think that is?</b></p>	<p>Look at the picture of a cactus in the hot desert. What do you know about the conditions in the desert? How do you think it survives?</p>		
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Animals including Humans</b>	<p>Understand the key features of the life cycle of an animal and a human.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals.</p>	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>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</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>describe the changes as humans develop to old age</p>	<p>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p>



<p>Key indicator for ARE</p>	<p>Can talk about the stages of the life cycle of a butterfly</p> <p>Can produce simple drawings and observations of animals.</p> <p>Can talk about how we have changed from a baby to an adult.</p>	<p>Can name a range of animals from the 5 groups - fish, amphibians, reptiles, birds and mammals.</p> <p>Can label key features of different animals - parrot, deer, goldfish</p> <p>Can explain the terms carnivores, herbivores and omnivores.</p> <p>Can sort and classify animals into carnivores, herbivores and omnivores.</p> <p>Can label the human body with common body parts.</p> <p>Can identify the 5 senses and the associated body parts.</p> <p>Can identify specific body parts (senses) have a job.</p> <p>Can investigate the different senses.</p>	<p>Can identify different animals (common and uncommon) and their offspring.</p> <p>Can explain the changes in the lifecycle of a duck and chicken.</p> <p>Can identify that all animals need water, food, air and shelter for survival.</p> <p>Can identify 5 food groups - vegetables and fruits, meat and fish, carbohydrates, oils and sugars and dairy.</p> <p>Can identify what is meant by a balanced meal and create one using 5 food groups.</p> <p>Can identify how we can keep ourselves clean.</p> <p>Can identify the impact of exercise on our bodies (muscles stronger, bodies healthier)</p>	<p>Can identify the 7 types of nutrients and their purpose.</p> <p>Can compare the nutritional needs of different animals (dog and human or cat and human and parrot)</p> <p>Can identify different types of skeletons</p> <p>Can identify the purpose of skeletons</p> <p>Can identify and label bones in a human skeleton.</p> <p>Can identify that muscles and joints help us move.</p> <p>Can identify the relationship between muscles and bones.</p> <p>Can compare skeletons of different animals - similarities and differences.</p>	<p>Can identify predators and prey.</p> <p>Can construct and interpret foods chains</p> <p>Can construct a food web.</p> <p>Can name different types of teeth and their functions.</p> <p>Can explain teeth in animals and if they are carnivores herbivores and omnivores.</p> <p>Can investigate the impact of sugar on teeth.</p> <p>Can sequence the main parts of the digestive system.</p> <p>Knowing the function of each part of the digestive system.</p> <p>Can demonstrate the journey of food through the body.</p>	<p>Can explain the changes that takes place in boys and girls during puberty.</p> <p>Can explain that changes that all stages of the human lifecycle go through.</p>	<p>Can draw a diagram of the circulatory system; label parts and functions heart, lungs, double circulatory system.</p> <p>Can describe the function of parts in the circulatory system.</p> <p>Can describe the main functions of blood.</p> <p>Can explain the positive and negative effects on diet, exercise, drugs and lifestyle on the body.</p>
<p>Key indicator for GD</p>		<p>Can identify the consequence of animals not having a feature.</p> <p>Can identify the odd one out based on animal groups with reasoning.</p> <p>Can identify the odd one out based on eating habits.</p>	<p>Can identify the odd one out from offspring and adults.</p>	<p>James skips breakfast and eats takeaways every day when he gets home, which include burgers and pizzas. Elliot never goes to school without eating breakfast and makes sure he has all of his lunch and 5 fruit and vegetables a day. Q. Whose diet is healthier? Explain why.</p> <p>Ahmed says, "Me and my cat have the same diet. He likes to eat meat, and doesn't like vegetables." Is Ahmed correct? Explain why.</p> <p>Lucy said that a skeleton can move on its own. Is she correct? Explain your answer. Q. What does a skeleton need to move?</p> <p>Q: What do you think is the most important bone/s in the body? Why do you think that?</p>	<p>Lions are at the top of the food chain so that means that there are more of them any anything that they eat."</p> <p>Odd one out: wolf, oak tree, giraffe, goose</p> <p>In a forest fire, plants that are producers are often all killed. Why don't their consumers all die too?</p> <p>In the 4-part food chain, what would happen to the earthworm if there were no decaying leaves?</p> <p>Why would an adult lion be at the end of a food web but a cub would not?</p> <p>Do all animals need the same type of teeth? Think about the functions of the teeth and what the animals eat. Why could this be? Explain your thinking.</p> <p>Would how animals have changed over time have an impact on an animal's teeth? Why and how? Explain your thinking.</p> <p>I have just eaten some sugary sweets. How can I stop my teeth becoming rotten and decayed? Explain how you know, using what we have been learning about.</p>		<p>Danielle says that her heart needs to be bigger than her baby brother's because she is taller and older. Based on what you have learnt today, do you agree with her? Why or why not?</p> <p>Give children two ideas of experiments to measure lung capacity. Which would be more reliable and why?</p> <p>Using a diagram of the blood vessels around the heart and information about each type, label each type of blood vessel.</p> <p>Does an increased pulse rate lead to an increased breathing rate? Why would this be?</p> <p>100 years ago, smoking, alcohol and drug use was not considered to be bad for the body. Why do you think this was?</p>

					Why is it important that food is broken down into small pieces in the body, based on what you know?		
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Living Things and Habitats</b>	<p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Also see Plants and animals and humans</b></p>	<p><b>Plants</b> Name common plants and describe the basic structure of flowering plants, including trees.</p>	<p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p><b>Plants</b> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>	<p>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</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life process of reproduction in some plants and animals</p>	<p>describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>give reasons for classifying plants and animals based on specific characteristics</p>
<b>Evolution and Inheritance</b>		<p><b>Animals including humans</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>				<p><b>Evolution and Inheritance</b></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>

<p>Key indicator for ARE</p>	<p>See plants and animals including humans</p>	<p>See plants and animals including humans</p> <p>Can identify different animals and their offspring.</p> <p>Can identify some of the different parts of an animal.</p> <p>Can identify different types of animals. (identifying the features - cold blooded, scales etc)</p> <p>Can identify and classify different types of animals. (reptiles, mammals, birds, fish, insects and amphibians)</p>	<p>Can identify examples of things that are dead and living.</p> <p>Can identify key British habitats - woodland, pond, urban and coast and animals and plants that they might find there.</p> <p>Can identify unfamiliar habitats - desert, ocean, arctic and rainforest and animals and plants that they might find there.</p> <p>Can identify how animals and plants are suited to a habitat.</p> <p>Can talk about what an animal eats and construct a simple food chain.</p>	<p>Identify the different parts of a flowering plant</p>	<p>Can group vertebrates in different ways.</p> <p>Can group invertebrates in different ways.</p> <p>Can use a classification key to group and identify living things; plants and animals.</p> <p>Can identify key things that would cause an ocean habitat to change.</p>	<p>Can describe sexual reproduction in plants and know the functions of the parts in this process.</p> <p>Can describe asexual reproduction in plants and know the functions of the parts in this process.</p> <p>Can describe the lifecycle of mammals (placental, monotreme, marsupial)</p> <p>Can describe the lifecycle of an amphibian and an insect.</p> <p>Can describe similarities and differences between the lifecycles.</p>	<p>Can identify the 5 kingdoms give key characteristics of animals that belong to the kingdoms and give examples.</p> <p>Can classify helpful and harmful micro-organisms and give examples.</p> <p>Can create classification keys.</p> <p>Can use classification keys to identify unknown plants and animals.</p> <p><b>Evolution and Inheritance</b></p> <p>Can explain the process of evolution.</p> <p>Can give examples of how an animal or plant has evolved over time e.g. pepper moth and cactus.</p> <p>Give examples of things that lived millions of years ago and the fossil evidence to support this.</p>
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Key indicator for GD		<p>Can identify the odd one out between a duckling, a chick, a gosling and a swan</p> <p>Can explain what would happen if a shark had no teeth</p> <p>Can identify which animal is the odd one out (Cow, Sheep, Pigeon or Human)</p> <p>Can understand that animals are different and explain what makes them different</p>	<p>Can identify if something is dead, alive or has never lived</p> <p>Can design their own microhabitat for Minibeasts</p> <p>Can explain why some animals would not survive in certain habitats (e.g. shark in a rainforest)</p> <p>Can identify mistakes made in a food chain</p>	<p>Are roots always at the bottom of plants? Explain your answer.</p> <p>How would the plant have grown had we removed the petals of the flower? Explain your answer.</p>	<p>How do animals with hydrostatic skeletons move when they have no bones?</p> <p>Giulia says "Animals and humans will have the exact same skeletons" Do you agree with this statement?</p>	<p>what are the advantages and disadvantages of sexual reproduction in plants?</p> <p>What are the advantages and disadvantages to plants using asexual reproduction?</p> <p>Compare the life cycle of a mammal to a bird. How are they similar/different? Use website independently</p> <p>go to <a href="https://www.kidcyber.com.au/axolotls">https://www.kidcyber.com.au/axolotls</a> Look at the life cycle of an axolotl. Has this amphibian experienced complete or incomplete metamorphosis? Explain your answer.</p> <p>should naturalists intervene in the natural world? Argue your case.</p>	<p>Can you explain Carl Linnaeus' contribution to science today? (we still use the Linnaeus system to classify living things). Q. Which elements of the Linnaeus system are still in use today? (animals and plants). Q. Which elements have been abandoned? (minerals) Q. What level has been added? (Domain). Allow chn to research independently to find the answers.</p> <p>provide chn with pictures of organisms. Chn to explain which Kingdom they belong to one and how they know e.g. a rat belongs to the animalia kingdom. I know this because a rat can move and it cannot make its own food.</p> <p>Are there any microorganisms that can be <b>both</b> helpful and harmful? (bacteria on the outside of your body can cause serious <b>infections</b> however the bacteria inside your body can <b>protect</b> against it. Studies have shown that animals without gut bacteria are more likely to catch serious infections. Humans have used bacteria in helpful ways for thousands of years. Bacteria is used to <b>make yogurt and cheese</b>).</p> <p>If all offspring have the same parents, will they be identical? Why or why not?</p> <p>What adaptations would you expect to see in a desert living animal like a camel?</p> <p>Research different birds, such as ducks, eagles, flamingos and hummingbirds, to find out how their beaks are adapted to suit the foods they eat.</p> <p>What has DNA taught us about Neanderthals?</p> <p>Are visible traits a reliable way for scientists to draw conclusions? Why or why not?</p>
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Seasonal Changes	<p>Describe what they see, hear and feel whilst outside.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>				<p>Earth and Space: Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	
Earth and Space							

<p>Key indicator for ARE</p>	<p>Can make simple observations of what they can see hear and feel while outside. For example the leaves are brown and have fallen off the trees.</p> <p>Can explain some differences between the seasons. E.g weather in Summer and Winter.</p>	<p>Name the four seasons and when they occur in the year.</p> <p>Describe weather in spring, summer, autumn and winter in relation to clothing suitable.</p> <p>Describe changes to plants, trees and animals in the different seasons.</p> <p>Know that days are longer in summer than spring.</p>				<p>To know the relative size of the planets in the solar system.</p> <p>To know that the sun, Earth and Moon are spherical bodies.</p> <p>To name and describe features of the plants in our solar system.</p> <p>To understand how the Earth and other planets move in our solar system.</p> <p>To understand how the movement of the Earth creates day and night.</p> <p>To know the movement of the Moon relative to the Earth.</p> <p>To know that the Moon appears as different shapes during its 28 day cycle.</p>	
<p>Key indicator for GD</p>		<p>Can understand that it does not always snow in the winter.</p> <p>Can explain the differences between spring and winter</p> <p>Can explain why there may be more sun than rain in summer</p> <p>Can explain the differences between Summer and Spring</p>				<p>Can explain Scientific theories using facts from learning to back up opinion.</p> <p>Children work independently to summarize, in writing, what they have learned about our solar system so far, including: locations of planets in relation to the sun and one another, relative sizes of planets, including Earth, relative distances of planets.</p> <p>Which planet would you move to if Earth became uninhabitable? Why?</p> <p>Why did it take such a long time to change from a geocentric model to the helio-centric model? What were the important factors?</p> <p>Research why we have seasons and how this affects the length of day and night.</p>	

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Light and Sound				<p>Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>Find patterns in the way that the size of shadows change.</p>	<p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>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</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>
Key indicator for ARE				<p>To understand how light helps us see.</p> <p>To understand that light can be reflected.</p> <p>To understand how we can protect our eyes from the sun.</p> <p>Knowing that opaque materials can protect our eyes.</p> <p>Comparing the suitability of materials at protecting our eyes.</p> <p>To understand how shadows are formed.</p> <p>To identify what makes shadows change.</p>	<p>To understand what sound is and how it is produced.</p> <p>To understand how sound travels.</p> <p>To investigate which material would make the best ear defenders.</p> <p>To investigate how distance impacts the sound that is heard (string telephones)</p> <p>To investigate pitch and volume of sounds. (different types of instruments - changing tension - size and length)</p> <p>To know that amplitude affects sound.</p>		<p>To know that light travels in straight lines.</p> <p>To prove how light travels in straight lines. (explore different ways to demonstrate that light travels in straight lines e.g. shining a torch down a bent and straight hose pipe, shining a torch through different shaped holes in card.</p> <p>To understand why shadows have the same shape as the objects that cast them.</p> <p>To understand how we see objects.</p> <p>To know that white light can be split into different colours.</p>
Key indicator for GD				<p>What do you see when there is absolutely no light? Why?</p> <p>Does the angle of the light affect how much light is reflected.</p> <p>can you make a shadow bigger or smaller? Explain your answer</p> <p>What will happen to the tree shadow if it was a cloudy day? Why do you think this?</p>	<p>Explain how this alarm clock can produce sound.</p> <p>Would a string telephone work around corners? Explain your answer using our key</p> <p>Sarah's radio has a volume setting from 0 (silent) to 100 (the loudest setting) She and her brother always sit right in front of it with the sound set to 100 so they can enjoy the music better. What would you say to the children about how they listen to the radio?</p>		<p>The Sky at Dusk: 'The sun shines so brightly that we can't see the stars...'</p> <p>Ben thinks that shadows are always black - is he correct? Explain your answer.</p> <p>The girl is looking at the large mirror in front of her. She can see the reflection of the back of her head. The hairdresser is holding a small mirror. An arrow has been drawn to show the direction of some light. Draw <b>TWO</b> more <b>arrows</b> to show how the girl can see the reflection of the back of her head.</p> 



					look at the sound waves. Label the loud one and the quiet one. What do you think could be making the noises using your knowledge gained from today's lesson?		Make a judgment on how important Ibn al-Haytham contribution was.
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	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Forces	Explore and talk about different forces they can feel.			<p>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</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p>	
Key indicator for ARE	To investigate and talk about forces. For example: how the water pushes up when they try to push a plastic boat under it, how they can stretch elastic, snap a twig, but cannot bend a metal rod, magnetic attraction and repulsion.			<p>To understand that forces are pushes and pulls (make things move, stop or change shape).</p> <p>To identify that some forces do not need contact (pull back to the ground (gravity without calling it that) and magnetism - how can you make something move without touching e.g. paper clip or a basketball comes back down to earth without touching it)</p> <p>To be able to identify magnetic materials.</p> <p>To explore how magnets behave towards each other. (Is there a</p>		<p>To identify and explain the forces acting upon objects.</p> <p>To explain the effect of gravity on an unsupported object. <i>Newton meter</i></p> <p>To know the effects of air resistance. <i>Parachutes</i></p> <p>To know the effects of water resistance. <i>Boat shape</i></p> <p>To know the effects of friction. <i>Best brake for a bike</i></p>	



				<p>pattern in the way that magnets attract and repel each other?)</p> <p>To investigate different types of magnet</p> <p>- Do all magnets have the same strength? Look at bar, ring, button and horseshoe and complete a comparative test e.g. picking up paper clips.</p>		<p>Knowing what the forces are used for.</p>	
Key indicator for GD				<p>Thinking about how the surface of an object affects its movement, can you identify which of these surfaces will be the easiest for the ice skater to glide across? Explain your answer.</p> <p>Think about what you have learned today during your experiment.</p> <p>Why would a steel paperclip be drawn to a magnet when steel is not one of our magnetic metals?</p> <p>We have a north pole and a south pole on earth. Why do you think this is? Do you think it links to magnets? Explain your thoughts.</p> <p>Wrap one of the magnets in newspaper - answer the following questions  Will it still pick up paperclips?  Does it pick up as many paperclips? Do magnets work through paper? Children to make predictions and then test</p>		<p>Answer questions using Scientific knowledge to explain how gravity affects us.</p> <p>Discuss how results from a test would differ if the variable was changed.</p> <p>Relate Scientific learning to real life scenarios.</p> <p>Children to make suggestions about scenarios using scientific knowledge.</p>	

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Electricity					<p>identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram.</p>
Key indicator for ARE					<p>To identify and classify electrical items Context: mains, battery powered and none electrical.</p> <p>To construct and label a circuit.</p> <p>To know the function of different components - wires, bulb, battery.</p> <p>To know how to draw and interpret circuit diagrams.</p> <p>To know what is meant by conductor and insulator.</p> <p>Know the purpose of a conductor and insulator.</p> <p>To investigate electrical conductors (does the material light the circuit?)</p> <p>To make a circuit with a switch.</p>		<p>To know how to recognise and draw scientific circuit symbols (construct circuits building on prior knowledge)</p> <p>To know and explain what makes a complete circuit (problem solve looking at incorrect and correct circuits and explain)</p> <p>To understand wire length and wire thickness can affect the brightness of a bulb.</p> <p>To investigate circuits. Context: Make circuits to solve particular problems e.g. a quiet or a loud burglar alarm.</p> <p>To observe and explain the effect of differing voltages in a circuit.</p>

Key indicator for GD					<p>True or false? "Everything that is run on mains can also be run on battery power." Explain your thinking.</p> <p>Give three reasons why a circuit may not work.</p> <p>Odd one out: a battery, a lightbulb and a motor. Can you find a reason for each one to be the odd one out?</p> <p>In predictions, could say which ones will not be good conductors and why. Is there any they are unsure about? Explain why.</p> <p>Write an evaluation of the experiment - how might you change it next time? (e.g. try different types of metal to see if one was better than another, try different sized pieces of the metal to see of more/ less electricity was conducted)</p> <p>write an explanation in their books explaining what would happen if the paper clip was replaced with a plastic hair clip and why they think that would happen.</p>		<p>Control test. Children to formulate own question and carry out scientific enquiry as a group. Q. How will you record/present your results? Adult to support initial decision-making if needed. Children will need to set up a control test and then compare everything to that e.g a 5cm length of wire as the control before trying longer pieces and comparing. Children could use Excel to present results.</p> <p>Can you think of a question that you could answer in an enquiry? e.g. Does adding more cells to the circuit make the bulb brighter? What effect does adding more cells have on the noise of the buzzer? How can the motor be made to turn more quickly? What happens if a cell with a larger voltage is added to a simple circuit? Write suggestions on I.W.B for G.D children to use.</p>
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