



Science at St Mary's Catholic Primary

	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 5
NURSERY	Ourselves and Our Family: Festivals and Christmas:		Winter Wonderland: Traditional Tales:		Growing: Minibeasts: Animals and Journeys:	
	<p>Plants</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Plant seeds and care for growing plants. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Begin to understand the need to respect and care for the natural environment and all living things. <p>Animals Including Humans</p> <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to make sense of their own life-story and family's history. • Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things <p>Materials</p> <ul style="list-style-type: none"> • 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. <p>Light</p> <ul style="list-style-type: none"> • Explore how things work. • Talk about the differences in materials and changes they notice <p>Forces</p> <ul style="list-style-type: none"> • Explore how things work. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice. <p>Sound</p>					

- Explore how things work.

Electricity

- Explore how things work.

WORKING SCIENTIFICALLY:

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

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

RECEPTION	Fairy tales and Traditional Stories, Me and My Family, Winter	Chinese New Year, People Who Help Us, Lent and Easter	Minibeasts, Life Cycles, Growth, Jack and the Beanstalk, Water, Flowers,
<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. <p>Animals Including Humans</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Recognise some environments that are different to the one in which they live. <p>Seasonal Changes</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them. <p>Materials</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>Light</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. <p>Forces</p> <ul style="list-style-type: none"> • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. <p>Sound</p>			

- Describe what they see, hear and feel whilst outside.

Earth and Space

- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.

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YEAR 1	Ourselves	Changes through the ages	Up and Away	Into the Woods	Nurturing Nurses	All at Sea
	<p>Animals including Humans</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals • identify and name a variety of common animals that are carnivores, herbivores, and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, and mammals, including pets) • 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>WORKING SCIENTIFICALLY: Observe closely, using simple equipment. Perform simple tests. Gather and record data.</p>	<p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons. Observe how day length varies across the seasons.</p> <p>WORKING SCIENTIFICALLY: Observe closely, using simple equipment. Use observations and ideas to suggest answers to questions. Gather and record data. Ask simple question and recognise that questions can be answered in different ways.</p>	<p>Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials based on their properties.</p> <p>Seasonal Changes Observe and record seasonal change and weather associated with seasons; Winter changes – rain and Spring</p> <p>WORKING SCIENTIFICALLY: Identify and classify. Ask simple question and</p>	<p>Plants Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>WORKING SCIENTIFICALLY: Ask simple questions. Use observations and ideas to suggest answers to questions. Identify and classify.</p>	<p>Significant Scientists (Plants topic)</p> <p><i>Maria Sibylla Merian (German artist, scientific illustrator, and naturalist)</i></p> <p>Significant Scientists (Materials topic)</p> <p><i>Chester Greenwood (Inventor of earmuffs)</i></p> <p><i>Becky Schroeder (Inventor of Glo-sheets which she patented as a 12-year-old)</i></p> <p>Seasons Observe and record seasonal change and weather associated with seasons; Summer changes.</p>	<p>Significant Scientists – (Animals including Humans topic)</p> <p><i>Leonardo Da Vinci (Anatomical drawing, 'Vitruvian Man')</i></p> <p><i>Miller Hutchinson (Engineer who invented the first electric hearing aid)</i></p> <p><i>Joan Beauchamp Procter (Herpetologist and Curator of Reptiles, London Zoo)</i></p> <p><i>Patricia Bath (Ophthalmologist and inventor of using lasers in cataract operations)</i></p> <p><i>Tanisha Allen (Zoologist who studies badgers)</i></p>

	Identify and classify.		recognise that questions can be answered in different ways. Perform simple tests. Gather and record data.			
YEAR 2	Explorers		Fruits, shoots and juicy fruits	The Big Smoke		
	<p>Animals and Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival. Describe the importance for humans to exercise, eating the right amount of different types of food, and hygiene.</p> <p>WORKING SCIENTIFICALLY: Observe closely. Gather and record data. Identify and classify animals and plants. Perform simple tests.</p>	<p>Living things and their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited. Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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>WORKING SCIENTIFICALLY: Observe closely Gather and record data. Identify and classify animals and plants.</p>	<p>Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>WORKING SCIENTIFICALLY: Ask simple questions. Use observations and ideas to suggest answers to questions. Identify and classify.</p>	<p>Significant Scientists (Plants topic) <i>Daniel Solander (Botanist who worked with Joseph Banks on Captain Cook's voyage around the World)</i></p> <p><i>Joseph Banks (Naturalist on Captain Cook's voyage around the World)</i></p> <p><i>Thomas Wyatt Turner (Botanist who studied plant disease)</i></p> <p><i>Poppy Okotcha (Horticulturalist interested in the connection between healthy environments, healthy food, and healthier people)</i></p> <p><i>Dr Ben Woodcock (Ecological Entomologist who helps farmers grow food, so it is safe for insects and other wildlife)</i></p> <p><i>Angie Burnett (Plant Biologist who grows plants and sees how they react to different conditions that make it more difficult for them to grow)</i></p>	<p>Use of everyday materials I can identify and compare the suitability of a variety of everyday materials, including wood, plastic, metal, glass, brick, rock, paper and cardboard. I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>WORKING SCIENTIFICALLY: Identify and classify Ask simple questions and recognize that questions can be answered in different ways. Perform simple tests. Gather and record data.</p>	<p>Significant Scientists (Materials topic) <i>Charles Macintosh (Chemist and inventor of waterproof clothing)</i></p> <p><i>John McAdam (Inventor of the modern road surface)</i></p> <p><i>Victoria Callaghan (Develops sustainable packaging for BASF plc)</i></p> <p><i>Dr Pearl Agyakwa (Materials scientist who studies why some materials wear out and others do not)</i></p>
YEAR 3	From Stone Age to Iron Age		Rivers, Mountains and Coasts	Ancient Egypt		
	<p>Rocks and Soils Compare and group together</p>	<p>Animals including Humans Identify that animals, including</p>	<p>Plants Identify and describe the</p>	<p>Significant Scientists (Animals/Humans topic)</p>	<p>Light Recognise that we need light in</p>	<p>Forces and Magnets Compare how things</p>

<p>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 a rock. Recognise that soils are made from rocks and organic matter.</p> <p>WORKING SCIENTIFICALLY: Ask relevant questions and use different types of scientific enquiries to answer them. Make systematic and careful observations. Gather, record, classify and present data in a variety of ways to help in answering questions. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>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 have skeletons and muscles for support, protection and movement. Identify that some other animals have skeletons and muscles for support, protection and movement.</p> <p>WORKING SCIENTIFICALLY: Set up simple practical enquiries. Make careful observations. Record findings using simple scientific language, drawings or labelled diagrams. Report on findings from enquiries. Use results to draw simple conclusions.</p>	<p>functions of different parts of flowering plants. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that plants play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>WORKING SCIENTIFICALLY: Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations. Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p><i>Wilhelm Roentgen</i> (Physicist who discovered x-rays)</p> <p><i>Marie Curie</i> (Physicist who invented the first mobile x-ray machine to treat soldiers wounded on the battlefield in WWI)</p> <p><i>Adelle Davis</i> (Biochemist & Nutritionist who linked health and diet)</p> <p>Significant Scientists (Plants topic) <i>Jan Ingenhousz</i> (Doctor & Scientist who discovered the process of photosynthesis)</p> <p><i>Dr Kelsey Byers</i> (Biologist who studies flower smells and how they attract insects)</p> <p>Significant Scientists (Rocks/Soils topic) <i>William Smith</i> (Engineer & Geologist who developed the science of rock strata)</p> <p><i>James Hutton</i> (Scientist who studied rocks and the effects of natural processes on them, such as rain, running water, tides, and volcanoes, on the development of the Earth)</p> <p><i>Anjana Khatwa</i> (Geologist who collects rocks and fossils from the beach and studies them to learn about the creatures that lived in the sea and on</p>	<p>order to see things and that darkness is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect our eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p> <p>WORKING SCIENTIFICALLY: Record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>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. Describe magnets as having two poles and predict whether two magnets will attract or repel each other.</p> <p>WORKING SCIENTIFICALLY: Record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>
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				<i>Earth over 150 million years ago)</i>		
YEAR 4	Ancient Greece		Climate Zones and Biomes		Romans	
	<p>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. Measure or research the temperature at which this happens in degrees Celsius. Identify the part played by evaporation and condensation in the water cycle. Associate the rate of evaporation with temperature.</p> <p>WORKING SCIENTIFICALLY: Set up simple practical enquiries including fair tests. Make careful observations. Record findings using simple scientific language, drawings or labelled diagrams. Report on findings from enquiries. Use results to draw simple conclusions.</p>	<p>Electricity 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.</p> <p>WORKING SCIENTIFICALLY: Ask relevant questions and use different types of scientific enquiries to answer them. Gather, record, classify and present data in a variety of ways to help in answering questions. Record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Set up simple practical enquiries, comparative and fair tests.</p>	<p>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/wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>WORKING SCIENTIFICALLY: Make systematic and careful observations. Gather, record, classify and present data in a variety of ways to help in answering questions. Record my findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report my findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Significant Scientists (States of Matter topic) <i>Anders Celsius (Astronomer who invented the degrees Celsius temperature scale)</i></p> <p><i>Carl Wilhelm Scheele (Chemist who discovered oxygen at about the same time as Joseph Priestley)</i></p> <p>Significant Scientists (Electricity topic) <i>Thomas Edison (Inventor of the lightbulb and power grid)</i></p> <p><i>William Kamkwamba (Inventor who used wind turbines to bring electricity to his village in Malawi)</i></p> <p>Significant Scientists (Living things and their Habitats topic) <i>Rachel Carson (Aquatic Biologist who wrote about environmental pollution)</i></p> <p><i>Kelsey Archer Barnhill (Deep Sea Ecologist who sends robots to the seafloor to collect samples of different animals to study)</i></p>	<p>Animals and Humans 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.</p> <p>WORKING SCIENTIFICALLY: Set up simple practical enquiries. Make careful observations. Record findings using simple scientific language, drawings or labelled diagrams. Report on findings from enquiries. Use results to draw simple conclusions.</p>	<p>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.</p> <p>WORKING SCIENTIFICALLY: Set up simple practical enquiries including fair tests. Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Report my findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make</p>

						predictions for new values, suggest improvements and raise further questions. Make careful observations.
YEAR 5	Invasions	Forces	The Final Frontier	Significant Scientists (Properties and changes of materials)	The Mighty Medway	
	<p>Properties and changes in materials</p> <p>Compare and group together everyday materials based on their properties, including 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 my 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. This kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>WORKING SCIENTIFICALLY: Plan different types of scientific enquiries to answer questions, including recognising and</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and 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.</p> <p>WORKING SCIENTIFICALLY: Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and graphs. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Earth and Space</p> <p>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.</p> <p>WORKING SCIENTIFICALLY: Report and present findings from enquiries in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Significant Scientists (Properties and changes of materials)</p> <p><i>Spencer Silver & Arthur Fry (Chemical Engineer & Chemist respectively who invented the post-it note)</i></p> <p><i>Ruth Benerito (Chemist who developed wrinkle-free cotton fabric)</i></p> <p><i>Raquel Prado (Chemist who develops a sustainable fabric that looks like leather but comes from pineapple leaves that would otherwise be burnt)</i></p> <p>Significant Scientists (Forces)</p> <p><i>Galileo Galilei -(Astronomer, Mathematician & Physicist who was the first person to use the scientific method to test theories about gravity and the Solar System)</i></p> <p><i>Isaac Newton (Mathematician & Physicist who developed theories about gravity)</i></p> <p><i>Brahmagupta (Mathematician & Astronomer who was the first scientist to talk about gravity)</i></p>	<p>Animals and Humans</p> <p>Describe the changes as humans develop to old age.</p> <p>WORKING SCIENTIFICALLY: Report and present findings from enquiries in oral and written forms such as displays and other presentations. Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>Living things and Habitats</p> <p>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.</p> <p>WORKING SCIENTIFICALLY: Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and graphs. Report and present findings from enquiries in oral and written forms such as displays and other presentations.</p>

	controlling variables where necessary. Take measurements using scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and graphs. Use test results to make predictions to set up further comparative and fair tests.			<p>Significant Scientists (Earth and Space) <i>Stephen Hawking (Physicist & Cosmologist who developed the theory that the Big Bang may have been caused by a black hole in reverse)</i></p> <p><i>Neil Armstrong (Astronaut who was the first human to walk on the moon)</i></p> <p><i>Caroline Herschel (Astronomer who was the first woman to discover a comet)</i> <i>Valentina Tereshkova (Astronaut and first woman in space)</i> <i>Mae Jemison (Astronaut and first Black woman in space)</i> <i>Helen Sharman (Astronaut who was the first British citizen to go into space)</i> <i>Tim Peake (Astronaut who was the first British person to walk in space)</i></p>		
YEAR 6	World at War		Ancient Maya	Galapagos		
	<p>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.</p>	<p>Electricity 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. Use recognised symbols when representing a simple circuit in a diagram. Understand renewable and non-renewable energy sources.</p> <p>WORKING SCIENTIFICALLY: Plan different types of scientific enquiries to answer questions,</p>	<p>Animals and Humans Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels & 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.</p> <p>WORKING SCIENTIFICALLY:</p>	<p>Significant Scientists (Light) <i>Percy Shaw (Inventor of the cat's eye)</i></p> <p><i>Euclid (Mathematician who predicted that light travels in straight lines and we only see things that light falls on)</i></p> <p><i>Colin Webb (Professor of Laser Physics)</i></p> <p>Significant Scientists (Electricity) <i>Mildred S Dresselhaus (Materials Scientist whose research led to the</i></p>	<p>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. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Living things and habitats 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. Give reasons for classifying plants and animals based on specific characteristics.</p> <p>WORKING SCIENTIFICALLY:</p>

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