

	Subject: Science				
	Year 1	Autumn	Spring	Summer	
Knowledge	<p>Knowledge The key facts that children need to know by the end of the unit.</p>	<p>- Animals, Including Humans (Human focus)</p> <p>- Senses 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>- Everyday Materials <i>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 on the basis of their simple physical properties.</i></p> <p>- Seasonal Change <i>Observe change across the four seasons (Autumn focus). Observe and describe weather associated with the seasons and how day length varies (Autumn focus).</i></p>	<p>- Plants <i>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.</i></p> <p>- Seasonal Change <i>Observe change across the four seasons (Spring focus). Observe and describe weather associated with the seasons and how day length varies (Spring focus).</i></p>	<p>- Animals, Including Humans (Animal focus) <i>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common 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).</i></p> <p>- Seasonal Change <i>Observe change across the four seasons (Summer focus). Observe and describe weather associated with the seasons and how day length varies (Summer focus).</i></p>

Working Scientifically		<i>Use senses to compare different textures, sounds, smells and flavours.</i>	<i>Perform simple tests to explore questions, for example: 'What is the best material for an umbrella?'</i> <i>Make tables or charts about the weather. Make displays of what happens in the world around them, including day length, as the seasons change.</i>	<i>Plant seeds and observe closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and draw diagrams showing the parts of different plants including trees. Keep records of how plants change over time, for example the leaves falling off trees and buds opening.</i> <i>Make tables or charts about the weather. Make displays of what happens in the world around them, including day length, as the seasons change.</i>	<i>Use observations to compare and contrast animals at first hand (Animal Man visitor?) or through videos and photographs, describing how to identify and group them; grouping animals according to what they eat.</i> <i>Make tables or charts about the weather. Make displays of what happens in the world around them, including day length, as the seasons change.</i>
	Year 2	Autumn	Spring	Summer	
Knowledge	Knowledge The key facts that children need to know by the end of the unit.	Material Pupils should be taught to: • 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.	Living Things Pupils should be taught to: • 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 and 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 •	Animals including humans Pupils should be taught to: • 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 (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Plants Pupils should be taught to: • 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.

			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.				
Working Scientifically	Questioning	explore the world around them	explore the world around them	explore the world around them	explore the world around them	explore the world around them	
	Investigating - pattern seeking - sorting & classifying - observing over time/observing closely - research	use simple features to compare objects and materials and, with help, decide how to sort and group them.	observe closely using simple equipment with help, ask people questions and use simple secondary sources to find answers	ask people questions and use simple secondary sources to find answers with guidance, begin to notice patterns and relationships	use simple features to compare plants and, with help, decide how to sort and group them. observe changes over time		
	Testing - comparative testing - fair testing	Carry out simple comparative tests.			Carry out simple comparative tests.		
	Explaining	talk about what they have found out and how they found it out use their observations and ideas to suggest answers to questions	talk about what they have found out and how they found it out use their observations and ideas to suggest answers to questions	talk about what they have found out and how they found it out with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language	talk about what they have found out and how they found it out with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language		
	Measuring & Data Handling	record simple data	record simple data		use simple measurements and equipment to gather data		
Knowledge	Year 3	Autumn		Spring	Summer		
	Knowledge The key facts that	Rocks		Animals	Plants	Light	Forces & Magnets

	children need to know by the end of the unit.	Pupils should be taught to: - 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 - recognise that soils are made from rocks and organic matter	Pupils should be taught to: - 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	Pupils should be taught to: - 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.	Pupils should be taught to: - 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 - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change	Pupils should be taught to: - 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
Working Scientifically	Questioning	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them
	Investigating - pattern seeking - sorting & classifying - observing over time/observing closely - research	talk about criteria for grouping, sorting and classifying.	begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them recognise when and how secondary sources might help them to answer questions that cannot be answered	begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them make systematic and careful observations help to make decisions about what observations to make, how long to make them for and	start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions	make systematic and careful observations 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

			<i>through practical investigations</i>	<i>the type of simple equipment that might be used</i>		
<i>Testing</i> <i>- comparative testing</i> <i>- fair testing</i>	<i>Set up simple practical enquiries and comparative tests.</i>	<i>Set up simple practical enquiries, comparative and fair tests</i>	<i>Set up simple practical enquiries, comparative and fair tests</i>	<i>Set up simple practical enquiries, comparative and fair tests</i>	<i>Set up simple practical enquiries, comparative and fair tests</i>	<i>Set up simple practical enquiries, comparative and fair tests</i>
<i>Explaining</i>	<i>use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, or presentations of results and conclusions</i>	<i>use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, or presentations of results and conclusions</i>	<i>use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</i>	<i>use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations or presentations of results and conclusions</i>	<i>use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</i>	<i>use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</i>
<i>Measuring & Data Handling</i>	<i>collect and record data from their own observations and measurements in a variety of ways: tables, drawings, labelled diagrams,</i>	<i>take accurate measurements using standard units: cm & m</i>	<i>collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data with support, they should identify new questions</i>	<i>collect and record data from their own observations and measurements in a variety of ways: notes, drawings, labelled diagrams.</i>	<i>collect and record data from their own observations and measurements in a variety of ways: bar charts and tables, labelled diagrams. with support, they should identify new questions arising from the data.</i>	<i>collect and record data from their own observations and measurements in a variety of ways: bar charts and tables, labelled diagrams. with support, they should identify new questions arising from the data.</i>

				<p>arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.</p>		
Knowledge	Year 4	Autumn	Spring	Summer		
	<p>Knowledge The key facts that children need to know by the end of the unit.</p>	<p>Living Things</p> <p>Pupils should be taught to: - 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</p>	<p>Changing States</p> <p>Pupils should be taught to: - 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</p>	<p>Electricity</p> <p>Pupils should be taught to: - 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,</p>	<p>Sound</p> <p>Pupils should be taught to: - 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>Animals</p> <p>Pupils should be taught to: - 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>

				and associate metals with being good conductors		
Working Scientifically	Questioning	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them	raise their own relevant questions about the world around them
	Investigating - pattern seeking - sorting & classifying - observing over time/observing closely - research	talk about criteria for grouping, sorting and classifying; and use simple keys recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations	make systematic and careful observations 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	talk about criteria for grouping, sorting and classifying; and use simple keys recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations	make systematic and careful observations 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	recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions talk about criteria for grouping, sorting and classifying; and use simple keys
	Testing - comparative testing - fair testing		Set up simple practical enquiries, comparative and fair tests	Set up simple practical enquiries, comparative and fair tests recognise when a simple fair test is necessary and help to decide how to set it up	Set up simple practical enquiries, comparative and fair tests recognise when a simple fair test is necessary and help to decide how to set it up	
	Explaining	use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions	use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral	use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral	use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral	use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or

			and written explanations, or presentations of results and conclusions with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.	and written explanations, displays or presentations of results and conclusions	and written explanations, or presentations of results and conclusions with help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions	presentations of results and conclusions
	Measuring & Data Handling	collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data	collect and record data from their own observations and measurements in a variety of ways: bar charts and tables, standard units, take accurate measurements using standard units: °C	collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data	collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data	
	Year 5	Autumn	Spring	Summer		
Knowledge	Knowledge The key facts that children need to know by the end of the unit.	Materials Pupils should be taught to: - 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	Earth & Space Pupils should be taught to: - 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	Forces Pupils should be taught to: - 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	Living Things Pupils should be taught to: - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - describe the life process of reproduction	Animals Pupils should be taught to: - describe the changes as humans develop to old age.

		<p>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</p>	<p>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>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>in some plants and animals.</p>	
Working Scientifically	Questioning	<p>use their science experiences to explore ideas and raise different kinds of questions</p>	<p>use their science experiences to explore ideas and raise different kinds of questions</p>	<p>use their science experiences to explore ideas and raise different kinds of questions</p>	<p>use their science experiences to explore ideas and raise different kinds of questions</p>	<p>use their science experiences to explore ideas and raise different kinds of questions</p>
	<p>Investigating</p> <ul style="list-style-type: none"> - pattern seeking - sorting & classifying - observing over time/observing closely - research 	<p>use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment look for different causal relationships in their data and identify evidence that refutes or supports their ideas select and plan the most appropriate type of scientific enquiry to use to answer specific questions</p>	<p>recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</p>	<p>make their own decisions about what observations to make, what measurements to use and how long to make them for</p>	<p>use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment recognise which secondary sources will be most useful to research their ideas and begin to separate patterns that might be</p>	<p>patterns that might be found in the natural environment make their own decisions about what observations to make, what measurements to use and how long to make them for</p>

					<p><i>found in the natural environment make their own decisions about what observations to make, what measurements to use and how long to make them for use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment look for different causal relationships in their data and identify evidence that refutes or supports their ideas select and plan the most appropriate type of scientific enquiry to use to answer recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact opinion from fact</i></p>	
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	<p>Testing</p> <ul style="list-style-type: none"> - comparative testing - fair testing 	<p>recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why</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>Explaining</p>	<p>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>talk about how scientific ideas have developed over time</p>	<p>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas,</p>	<p>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal relationships and explanations of degree of trust in results identify scientific evidence that has been used to support or refute ideas or arguments</p>
	<p>Measuring & Data Handling</p>	<p>decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use their results to make predictions and identify when further observations, comparative and fair tests might be needed use their results to make predictions and identify when further observations, comparative and fair tests might be needed</p>		<p>decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs use their results to make predictions and identify when further observations, comparative</p>	<p>choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate</p>	<p>decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>

				and fair tests might be needed		
	Year 6	Autumn		Spring	Summer	
Knowledge	Knowledge The key facts that children need to know by the end of the unit.	Light Pupils should be taught to: - 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	Electricity Pupils should be taught to: - 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.	Living Things Pupils should be taught to: - 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.	Animals Pupils should be taught to: - 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	Evolution & Inheritance Pupils should be taught to: - 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
Working Scientifically	Questioning	use their science experiences to explore	use their science experiences to explore	use their science experiences to explore ideas and raise different kinds of questions	use their science experiences to explore ideas and raise different kinds of questions	use their science experiences to explore ideas and raise different kinds of questions

		<i>ideas and raise different kinds of questions</i>	<i>ideas and raise different kinds of questions</i>			
<i>Investigating</i> - pattern seeking - sorting & classifying - observing over time/observing closely - research	<i>look for different causal relationships in their data and identify evidence that refutes or supports their ideas</i>	<i>make their own decisions about what observations to make, what measurements to use and how long to make them for recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</i>	<i>use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment look for different causal relationships in their data and identify evidence that refutes or supports their ideas recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</i>	<i>use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment look for different causal relationships in their data and identify evidence that refutes or supports their ideas recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact select and plan the most appropriate type of scientific enquiry to use to answer scientific questions</i>	<i>look for different causal relationships in their data and identify evidence that refutes or supports their ideas recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact</i>	
<i>Testing</i> - comparative testing - fair testing	<i>recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why</i>	<i>recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why</i>		<i>recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why</i>		
<i>Explaining</i>	<i>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, talk about how scientific</i>	<i>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other</i>	<i>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas,</i>	<i>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, use oral and written forms such as displays and other presentations to report conclusions, causal</i>	<i>use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas, talk about how scientific ideas have developed over time</i>	

		<i>ideas have developed over time</i>	<i>presentations to report conclusions, causal relationships and explanations of degree of trust in results identify scientific evidence that has been used to support or refute ideas or arguments</i>		<i>relationships and explanations of degree of trust in results identify scientific evidence that has been used to support or refute ideas or arguments</i>	
	<i>Measuring & Data Handling</i>	<i>decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>	<i>use their results to make predictions and identify when further observations, comparative and fair tests might be needed</i>	<i>choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.</i>	<i>decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>	<i>decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</i>