

# SJA Progression of knowledge/Skills – Science



	Y1/2	Y3	Y4	Y5	Y6	Suggested Scientist
<b>Biology Knowledge</b>	<p><b>Plants -</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</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.</p>	<p><b>Plants-</b> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</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>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>			<p><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.</p> <p>Identify how Animals, including humans and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</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><b>Y3 David Bellamy OBE (18 January 1933 - 11 December 2019)</b> was an English botanist.</p> <p><b>Y6 Charles Darwin (1809 - 19 April 1882)</b> was an English naturalist, geologist and biologist, best known for his contributions to evolutionary biology.</p>
	<p><b>Living Things &amp; Habitats -</b> 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</p>		<p><b>Living Things &amp; Habitats -</b> 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</p>	<p><b>Living Things &amp; Habitats -</b> Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants, and animals.</p> <p>Give reasons for classifying plants and animals based on</p>	<p><b>Living Things &amp; Habitats -</b> Describe the life process of reproduction in some plants and animals. <b>Describe the life process of reproduction in some plants (and Animals, including humans) Plants Upper KS2</b></p>	<p><b>Y4: Charles Sutherland Elton (29 March 1900 - 1 May 1991)</b> was an English zoologist and animal ecologist.</p> <p><b>Y6 Carl Linnaeus (1707-1778)</b> was a Swedish scientist, botanist and zoologist who is known as the 'father of taxonomy.'</p>

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	<p>basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</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>can change and that this can sometimes pose dangers to living things.</p> <p>Construct and interpret a variety of food chains, and food webs identifying producers, predators and prey.</p>	special characteristics		
	<p><b><u>Animals &amp; Humans -</u></b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. 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. Find out about and describe the basic needs of Animals, including humans, for survival (water, food and air). Identify, name, draw and label the basic parts of the</p>	<p><b><u>Animals &amp; Humans -</u></b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><b>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Rocks and Materials Chemistry)</b></p>	<p><b><u>Animals &amp; Humans -</u></b> Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify that Animals, including humans, 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>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><b><u>Animals &amp; Humans -</u></b> Identify and name the main parts of the circulatory system, and explain the functions of the heart, blood vessels and blood.</p> <p>Describe the ways in which nutrients and water are transported within Animals, including humans.</p> <p>Describe the life processes of reproduction in some Animals, excluding humans</p> <p>Describe the differences in the life cycles of mammal, amphibian, insect &amp; bird</p>	<p><b><u>Animals &amp; Humans -</u></b> Describe the life processes of reproduction in some in humans</p> <p>Describe the changes as humans develop from birth to old age.</p>	<p><b>Y3: Leonardo da Vinci</b> (Italian: 15 April 1452- 2 May 1519) was most famous for being a great renaissance artist but he was also a sculpture, inventor, mathematician and scientists.</p> <p><b>Y5 Sir David Attenborough</b> (born 8 May 1926) is an English broadcaster, biologist, natural historian and author.</p> <p><b>Y6 Charles Darwin</b> (1809 - 19 April 1882) was an English naturalist, geologist and biologist, best known for his contributions to evolutionary biology.</p>

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	<p>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>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>					
<p><b>Physics</b></p> <p><b>Knowledge</b></p>	<p><b>Forces:</b> <b>Materials:</b> Find out how the shapes of solid objects can be changed by squashing, bending, twisting and stretching.</p> <p><b>Earth and Space:</b> Seasonal changes: observe changes across the</p>	<p><b>Magnetism-</b> To recognise that a force is a twist, push or a pull.</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>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having two poles.</p>		<p><b>Forces and Friction:</b> 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 gears, pulleys, levers and springs, allow a smaller force to have a greater effect. (DT Curriculum)</p>	<p><b>Earth and Space:</b> 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</p>	<p><b>Y3 Thomas Edison</b> (February 11, 1847 - October 18, 1931) was an American inventor, businessman and scientist.</p> <p><b>Y4 Ernst Chladni</b> (November 1756 - 3 April 1827) was a German physicist and musician.</p> <p><b>Y5 Sir Isaac Newton</b> (25 December 1642 - 20 March 1726/27)) was an English mathematician, physicist, astronomer, alchemist.</p> <p><b>Y6 Edison's former</b></p>

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	<p>four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>		<p>Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.</p>	<p>the sky.</p>	<p><b>employee Nikola Tesla</b> (1856-1943) promoted alternating current (AC) electricity, a rival to the direct current (DC) system promoted by Edison.</p>
		<p><b><u>Light-</u></b> 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 they need light in order to see things and that dark is the absence of light.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns that determine the size of shadows.</p>	<p><b><u>Sound-</u></b> 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><b><u>Light-</u></b> Recognise that light appears to travel in straight lines.</p> <p>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. (Refraction)</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. Splitting of light to create a rainbow (Defraction)</p>	
			<p><b><u>Electricity-</u></b> 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,</p>		<p><b><u>Electricity-</u></b> Use recognised symbols when representing a simple circuit in a diagram.</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and</p>	

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			<p>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>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. Series/Parallel</p>	
<p><b>Chemistry Knowledge</b></p>	<p><b><u>Materials-</u></b> Distinguish between an object and the material from which it is made.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Identify and name a variety of everyday materials, including wood, metal, plastic, glass, metal, water and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass,</p>	<p><b><u>Materials- Rocks</u></b> Recognise that that soils are made from rocks and organic matter.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Link to skeletons and muscles)</p> <p>Compare and group together different kinds of rocks on the basis of their simple physical properties.</p>	<p><b><u>Materials-</u></b> Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Look at the structure of atoms in solid liquid and gas.</p> <p>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 (<math>^{\circ}\text{C}</math>), 9 (Freezing, boiling, melting, condensation)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b><u>Materials-</u></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.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Demonstrate that dissolving,</p>		<p><b>Y3 James Hutton</b> (3 June 1726[1] - 26 March 1797) was a Scottish geologist, physician, chemical manufacturer, naturalist.</p> <p><b>Y5 Dorothy Mary Crowfoot Hodgkin</b> (12 May 1910 - 29 July 1994) was a Nobel Prize-winning British chemist who advanced the technique of X-ray crystallography to determine the structure of biomolecules, which became essential for structural biology.</p>

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	<p>brick, rock, paper and cardboard for particular uses.</p>			<p>mixing and changes of state are reversible changes.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>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.. (Erupting Volcanoes)</p>		
<p><b>Skills (Working Scientifically)</b></p>	<p><b>Questioning &amp; Enquiry -</b> Ask questions about the science of the world around us. Recognise that they can be answered in different ways.</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</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</p>	<p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</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>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</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</p>	

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		of enquiry will be the best way of answering questions	answering questions.	Begin to recognise scientific ideas change and develop over time.  Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry.	over time. Select the most appropriate ways to answer science questions using different types of scientific enquiry.
<p><b>Observing-</b> Observe closely, using simple equipment.</p> <p>Use observations and ideas to suggest answers to questions.</p> <p>To observe changes over time and, with guidance,</p> <p>To 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>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, eg ruler thermometers</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. Begin to choose from a selection of equipment</p> <p>Begin to see a pattern in my results. Begin to observe and measure accurately using standard units including time in minutes and</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and timer.</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 forcemeters). Can choose from a selection of equipment</p> <p>Can see a pattern in my results. Can observe and measure accurately using standard units including time in minutes and seconds. Force in newtons</p>	<p>Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Begin to identify patterns that might be found in the natural environment.</p> <p>Begin to 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. Introduced data loggers and similar uses of I.T</p> <p>Begin to 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>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate.</p> <p>Identify patterns that might be found in the natural environment.</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. Can interpret data and find patterns.</p> <p>Select equipment on my own, including the use of data loggers etc when appropriate.</p> <p>Can make a set of observations and say what the interval and range are.</p>	

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	seconds		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	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 (Year 6)	
<p><b>Investigating-</b> Begin to use test results to make predictions to set up further comparative and fair tests.</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.</p> <p>Begin to decide when it is appropriate to do a fair test</p>	<p>Set up some simple practical enquiries, comparative and air tests.</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>Set up simple practical enquiries, comparative and fair tests.</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>Begin to use test results to make predictions to set up further comparative and fair tests.</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>Use test results to make predictions to set up further comparative and fair tests.</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>	
<p><b>Recording &amp; Reporting -</b> Gather and record data to help in answering questions.</p> <p>Record simple data using simple units of measure.</p> <p>Record and communicate their findings in a range of ways.</p> <p>Can show my results in simple tables provided.</p> <p>Talk about what they have found out and how they</p>	<p>Gather and record data to help in answering questions.</p> <p>Record simple data in the form of a table or list that my teacher has provided.</p> <p>Record and communicate their findings in a range of ways.</p>	<p>Gather, record, and begin to classify and present data in a variety of ways to help in answering questions.</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and</p>	<p>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Begin to report and present findings from enquiries.</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>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs.</p> <p>Report and present findings from enquiries.</p> <p>Decide how to record data from a choice of familiar approaches. Can choose how best to present data.</p>	

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	<p>found it out.</p> <p>To say what happened in my investigation.</p> <p>To say whether I was surprised at the results or not.</p> <p>To say what I would change about my investigation.</p>		<p>conclusions.</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 unaided</p>			
	<p><b>Conclusions -</b> Begin to talk about what they have found out and how they found it out.</p> <p>To begin to say what happened in my investigation.</p> <p>To begin to say whether I was surprised at the results or not.</p> <p>To begin to say what I would change about my investigation.</p>	<p>I am beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Am beginning to use straightforward scientific evidence to answer questions or to support their findings.</p> <p>With help, am beginning to look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>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.</p> <p>Am beginning to see a pattern in my results. Am</p>	<p>Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings. With help, look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.</p> <p>With support, identify new questions arising from the data, make new predictions and find ways of improving what they have already done.</p> <p>Can see a pattern in my results. Can say what I found out, linking cause and effect.</p>	<p>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.</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>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.</p> <p>Begin to use test results to make predictions to set up further comparatives and fair tests.</p>	<p>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. Identify scientific evidence that has been used to support or refute ideas or arguments. Draw conclusions based on their data and observations, use evidence to justify their ideas, use scientific knowledge and understanding to explain their findings.</p> <p>Use test results to make predictions to set up further comparatives and fair tests.</p> <p>Look for different causal relationships in their data and identify evidence that refutes or supports their</p>	

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		<p>beginning to say what I found out, linking cause and effect.</p> <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>Can say how I could make it better. Can answer questions from what I have found out</p>	<p>Begin to look for different causal relationships in their data and identify evidence that refutes or supports their ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Begin to separate opinion from fact.</p> <p>Begin to draw conclusions and identify scientific evidence.</p> <p>Can use simple models. Know which evidence proves a scientific point.</p> <p>Begin to use test results to make predictions to set up further comparative and fair tests.</p>	<p>ideas.</p> <p>Use their results to identify when further tests and observations are needed.</p> <p>Separate opinion from fact.</p> <p>Can draw conclusions and identify scientific evidence.</p> <p>Can use simple models. Know which evidence proves a scientific point.</p> <p>Use test and er word generalisation eg taller the... the to make predictions to set up further comparative and fair tests.</p>	
	<p><b>Vocabulary-</b> Use simple scientific language and some science words. Use comparative language - bigger, faster etc</p>	<p>Begin to use some scientific language to talk and, later, write about what they have found out.</p> <p>Begin to use relevant scientific language.</p> <p>Begin to use comparative and superlative language</p>	<p>Use some scientific language to talk and, later, write about what they have found out.</p> <p>Use relevant scientific language.</p> <p>Use comparative and superlative language.</p>	<p>Am beginning to read, spell and pronounce scientific vocabulary correctly.</p> <p>Am beginning to use relevant scientific language and illustrations discuss, communicate and justify scientific ideas.</p> <p>Am beginning to confidently use a range of scientific vocabulary.</p> <p>Am beginning to use conventions such as trend,</p>	<p>Read, spell and pronounce scientific vocabulary correctly. Can use the correct science vocabulary.</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify scientific ideas.</p> <p>Can confidently use a range of scientific vocabulary.</p> <p>Can use conventions such as trend rogue result, support prediction and er word</p>	

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				<p>rogue, result support prediction and er generalisation. Am beginning to use scientific ideas when describing simple processes.</p> <p>Am beginning to use the correct scientific vocabulary.</p>	<p>generalisation. Can use scientific ideas when describing simple processes.</p>	
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