

EYFS Educational Programme – Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.



Early Learning Goals:

Understanding the World

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Communication and Language

ELG: Speaking

Children at the expected level of development will: -

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Physical Development

ELG: Fine Motor Skills

Children at the expected level of development will:

- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	Beginning to ask	Asking simple	Beginning to use results to draw simple	Using results to draw simple	Beginning to identify scientific	<u>Identifying scientific evidence</u>
rk	simple questions	questions and	conclusions, make predictions for new	conclusions, make predictions for new	evidence that has been used to	that has been used to support
ji ji	and recognising	recognising that	values, suggest improvements and raise	values, suggest improvements and raise	support or refute ideas or	or refute ideas or arguments.
19	that they can be	they can be	<u>further questions.</u>	<u>further questions.</u>	arguments.	Or <u>This</u>
Ω̈́.	answered in	answered in	- · · · · · · · · · · · · · · · · · · ·			
ení	different ways.	different ways.	Beginning to identify differences, similarities or changes related to simple	Identifying differences, similarities or	Beginning to plan different types	Planning different types of
			-	changes related to simple scientific ideas	of scientific enquiries to answer	scientific enquiries to answer questions, including
Ca	Beginning to	<u>Observing</u>	scientific ideas and processes.	and processes.	questions, including recognising and controlling variables where	recognising and controlling
Шу	observe more	closely, using	Beginning to use straightforward scientific	Using straightforward scientific evidence	necessary.	variables where necessary.
,	closely, using	<u>simple</u>	evidence to answer questions or to support	to answer questions or to support their	necessary.	variables where necessary.
	simple equipment.	equipment.	their findings.	findings.	Beginning to take	Taking measurements, using a
			<u> </u>	- Indiago	measurements, using a range of	range of scientific equipment,
	Beginning to	<u>Performing</u>	Beginning to report on findings from	Reporting on findings from enquiries,	scientific equipment, with	with increasing accuracy and
	perform simple	simple tests.	enquiries, including oral and written	including oral and written explanations,	increasing accuracy and	precision, taking repeat
	tests.		explanations, displays or presentations of	displays or presentations of results and	precision, taking repeat readings	readings when appropriate.
		<u>Identifying and</u>	results and conclusions.	conclusions.	when appropriate. Or This	
	Beginning to	classifying.				Recording data and results of
	identify and		Beginning to gather, record, classify and	Gathering, recording, classifying and	Beginning to record data and	increasing complexity using
	classify.	<u>Using their</u>	present data in a variety of ways to help in	presenting data in a variety of ways to	results of using scientific	scientific diagrams and labels,
		observations and	answering questions.	help in answering questions.	diagrams and labels,	classification keys, tables,
	Beginning to use	ideas to suggest	D 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	D 1: C 1: 1	classification keys, tables,	scatter graphs, bar and line
	their observations	answers to	Beginning to record findings using simple scientific language, drawings, labelled	Recording findings using simple scientific language, drawings, labelled	scatter graphs, bar and line	graphs.
	and ideas to	questions.	diagrams, keys, bar charts, and tables.	diagrams, keys, bar charts, and tables.	graphs. Or This	Hoine test recults to make
	suggest answers		diagrams, keys, bar charts, and tables.	diagrams, keys, bar charts, and tables.	Beginning to use test results to	<u>Using test results to make</u> predictions to set up further
	to questions.	Gathering and	Beginning to set up simple practical	Setting up simple practical enquiries,	make predictions to set up	comparative and fair tests.
		recording data to	enquiries, comparative and fair tests.	comparative and fair tests.	further comparative and fair	comparative and rail tests.
	Beginning to	help in	Or This	comparative and rain testing	tests.	Reporting and presenting
	gather and record	answering		Making systematic and careful		findings from enquiries,
	simple data to	questions.	Beginning to make systematic and careful	observations and, where appropriate,	Beginning to report and	including conclusions, causal
	help in answering		observations and, where appropriate,	taking accurate measurements using	represent findings from	relationships and
	questions.		taking accurate measurements using	standard units, using a range of	enquiries, including conclusions,	explanations of and degree
			standard units, using a range of	equipment, including thermometers and	causal relationships and	of trust in results, in oral and
			equipment, including thermometers and	data loggers.	explanations of and degree of	written forms such as
			data loggers.		trust in results, in oral and	displays and other
				Asking relevant questions and using	written forms such as displays	presentations.
			Beginning to ask relevant questions and	different types of scientific enquiries to	and other presentations. Or This	<u>presentations.</u>
			using different types of scientific enquiries	answer them.		
			to answer them.			

FRANCHI COMMUNITY PRIMARY

Progression map

	Year 1	Year 2	2	Year 3	Year 4		Year 5	Year 6
Animals	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	Notice includi have or grow in Find or describineeds or includi surviva and air Describinment human eating amoun	that animals, ing humans, iffspring which into adults. ut about and be the basic of animals, ing humans, for all (water, food be). be the ance for is of exercise, the right its of different of food, and	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.	Describ function parts of system: Identify types of humans simple to Construinterpre food chidentify	t a variety of	Describe the changes as humans develop to old age.	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans.
	sense. Year 1		Year 2			Year 3		
Plants	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Observe into ma		Observe and des into mature plan Find out and des and a suitable ten healthy.	observe and describe how seeds and bulbs grow not mature plants. ind out and describe how plants need water, light nd a suitable temperature to grow and stay ealthy.		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.		
	Year 1	Year 2		Year 4	Year 5			
Materials	Distinguish between an object and the material from which it is			Compare and group materials together, according	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductive			

Franche Community Primary: Curriculum Progression in Science

FRANCHE
-1966
Men
COMMUNITY PRIMARY

	made.		variety of everyday to whether they are		olids,	(electrical and thermal), and respond	onse to magnets.	
			aterials, including liquids or gases.					
	Identify and name a variety of		metal, plastic,			Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.		
	everyday materials, including wood, plastic, glass, metal, water,		brick, rock, and cardboard	Observe that some materials change state when they are		describe now to recover a substan	ice from a solution.	
	and rock.			heated or cooled, and	-	Use knowledge of solids liquids	and gases to decide how mixtures might	
	and rock.	101 pa	tilediai dses.	measure or research t		be separated, including through fi		
	Describe the simple physical	Find o	out how the	temperature at which				
	properties of a variety of everyday		s of solid objects	happens in degrees C		Give reasons, based on evidence	from comparative and fair tests, for the	
	materials.		from some	(°C).			ials, including metals, wood and plastic.	
			als can be					
	Compare and group together a		ed by squashing,	Identify the part player	ed by	S.	ing and changes of state are reversible	
	variety of everyday materials on		ng, twisting and	evaporation and		changes.		
	the basis of their simple physical	stretch	ning.	condensation in the w		Francis that some share so would	:- 41 - 6 4: 6	
	properties.			cycle and associate the of evaporation with	e rate		in the formation of new materials, and ally reversible, including changes	
				temperature.			ction of acid on bicarbonate of soda.	
	Year 2	1	Year 4	Tomporature.	Year 5	moso viavo viavi o viining and viio a	Year 6	
Living	Explore and compare the difference	S		iving things can be		be the differences in the life	Describe how living things are classified	
Things	between things that are living, dead,	and	grouped in a vari	iety of ways.	cycles	of a mammal, an amphibian, an	into broad groups according to common	
Habitats	things that have never been alive				insect a	and a bird.	observable characteristics and based on	
							similarities and differences, including	
	Identify that most living things live				Describe the life process of		micro-organisms, plants and animals.	
	habitats to which they are suited and describe how different habitats prov		variety of living things in their local and wider environment.		reproduction in some plants and animals.		Give reasons for classifying plants and	
	for the basic needs of different kinds		and wider environment.		animais.		animals based on specific	
	animals and plants, and how they de						characteristics.	
	on each other.	рена	change and that this can sometimes				Characteristics.	
			pose dangers to l					
	Identify and name a variety of plant	s and						
	animals in their habitats, including r	nicro-						
	habitats.							
	Describe how animals obtain their for							
	from plants and other animals, using idea of a simple food chain, and idea							
	and name different sources of food.	iitiiy						
	Year 3				Year 6			
Light	Recognise that they need light in ord	der to se	e things and that d	lark is the absence	Recognis	e that light appears to travel in stra	ight lines.	
	of light.							
	No. 1 and 1					s to explain that objects are seen because		
	Notice that light is reflected from su	rtaces.			tney give	out or reflect light into the eye.		
	Recognise that light from the sun ca	n be da	ngerous and that th	nere are ways to	Explain that we see things because light travels from light sources to our eyes or from			
	protect their eyes.	n oc da	iscious and mat in			ces to objects and then to our eyes.		
	protect their eyes.					right sources to objects and then to our cycs.		

Franche Community Primary: Curriculum Progression in Science

FRANCHI
-1221-
COMMUNITY
PROMARY

Forces Magnets	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 changes. Year 3 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.	Year 5 Explain t gravity a Identify t moving s	dea that light travels in straight lines to explain why shadows have the same the objects that cast them. That unsupported objects fall towards the Earth because of the force of cting between the Earth and the falling object. The effects of air resistance, water resistance and friction that act between surfaces. The set that some mechanisms, including levers, pulleys and gears, allow a smaller have a greater effect.
	Year 4	1	Year 6
Electricity	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, it cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether 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 clamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being conductors.	r or not or not a	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.



Working Scientifically	Animals	Plants	Materials	Seasons
Beginning to ask simple	Identify and name a variety of	Identify and name a variety of	Distinguish between an object	Observe changes across the
questions and recognising that	common animals including fish,	common wild and garden	and the material from which it	four seasons.
they can be answered in	amphibians, reptiles, birds and	plants, including deciduous and	is made.	
different ways.	mammals.	evergreen trees.		Observe and describe weather
			Identify and name a variety of	associated with the seasons
Beginning to observe more	Identify and name a variety of	Identify and describe the basic	everyday materials, including	and how day length varies.
closely, using simple equipment.	common animals that are	structure of a variety of	wood, plastic, glass, metal,	
	carnivores, herbivores and	common flowering plants,	water, and rock.	
Beginning to perform simple	omnivores.	including trees.		
tests.			Describe the simple physical	
	Describe and compare the		properties of a variety of	
Beginning to identify and	structure of a variety of		everyday materials.	
classify.	common animals (fish,			
	amphibians, reptiles, birds and		Compare and group together a	
Beginning to use their	mammals, including pets).		variety of everyday materials on	
observations and ideas to			the basis of their simple	
suggest answers to questions.	Identify, name, draw and label		physical properties.	
	the basic parts of the human			
Beginning to gather and record	body and say which part of			
simple data to help in	the body is associated with			
answering questions.	each sense.			



Working Scientifically	Animals	Plants	Materials	Living Things Habitats
Asking simple questions and	Notice that animals, including	Observe and describe how	Identify and compare the	Explore and compare the
recognising that they can be	humans, have offspring which	seeds and bulbs grow into	suitability of a variety of	differences between things that
answered in different ways.	grow into adults.	mature plants.	everyday materials, including	are living, dead, and things
			wood, metal, plastic, glass,	that have never been alive
Observing closely, using simple	Find out about and describe	Find out and describe how	brick, rock, paper and	
equipment.	the basic needs of animals,	plants need water, light and a	cardboard for particular uses.	Identify that most living things
	including humans, for survival	suitable temperature to grow		live in habitats to which they
Performing simple tests.	(water, food and air).	and stay healthy.	Find out how the shapes of	are suited and describe how
			solid objects made from some	different habitats provide for the
Identifying and classifying.	Describe the importance for		materials can be changed by	basic needs of different kinds
	humans of exercise, eating the		squashing, bending, twisting	of animals and plants, and
Using their observations and	right amounts of different types		and stretching.	how they depend on each
ideas to suggest answers to	of food, and hygiene.			other.
questions.				
				Identify and name a variety of
Gathering and recording data				plants and animals in their
to help in answering questions.				habitats, including micro-
				habitats.
				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	Animals	Plants	Light	Forces Magnets	Rocks
Beginning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Beginning to identify differences, similarities or changes related to simple scientific ideas and processes. Beginning to use straightforward scientific evidence to answer questions or to support their findings. Beginning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Beginning to gather, record, classify and present data in a variety of ways to help in answering questions. Beginning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Beginning to set up simple practical enquiries, comparative and fair tests. Beginning to make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Beginning to ask relevant questions and	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.	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.	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.	Forces Magnets Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Rocks Compare and group together 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.



Working Scientifically	Animals	Living Things Habitats	States of Matter	Sound	Electricity
Using results to draw simple conclusions,	Describe the simple	Recognise that living	Compare and group	Identify how sounds are	Identify common
make predictions for new values, suggest	functions of the	things can be grouped	materials together,	made, associating some	appliances that run on
improvements and raise further questions.	basic parts of the	in a variety of ways.	according to whether	of them with something	electricity.
	digestive system in		they are solids, liquids	vibrating.	
Identifying differences, similarities or changes	humans.	Explore and use	or gases.		Construct a simple
related to simple scientific ideas and		classification keys to		Recognise that	series electrical circuit,
processes.	Identify the different	help group, identify and	Observe that some	vibrations from sounds	identifying and naming
	types of teeth in	name a variety of	materials change state	travel through a	its basic parts,
Using straightforward scientific evidence to	humans and their	living things in their	when they are heated	medium to the ear.	including cells, wires,
answer questions or to support their	simple functions.	local and wider	or cooled, and		bulbs, switches and
findings.		environment.	measure or research	Find patterns between	buzzers.
Reporting on findings from enquiries,	Construct and		the temperature at	the pitch of a sound	
including oral and written explanations,	interpret a variety of	Recognise that	which this happens in	and features of the	Identify whether or not
displays or presentations of results and	food chains,	environments can	degrees Celsius (°C).	object that produced it.	a lamp will light in a
conclusions.	identifying producers,	change and that this	_		simple series circuit,
CONTROL CONTROL	predators and prey.	can sometimes pose	Identify the part played	Find patterns between	based on whether or
Gathering, recording, classifying and		dangers to living	by evaporation and	the volume of a sound	not the lamp is part of
presenting data in a variety of ways to help		things.	condensation in the	and the strength of the	a complete loop with a
in answering questions.			water cycle and	vibrations that produced	battery.
			associate the rate of	it.	•
Recording findings using simple scientific			evaporation with		Recognise that a
language, drawings, labelled diagrams, keys,			temperature.	Recognise that sounds	switch opens and
bar charts, and tables.			·	get fainter as the	closes a circuit and
				distance from the	associate this with
Setting up simple practical enquiries,				sound source increases.	whether or not a lamp
comparative and fair tests.					lights in a simple
					series circuit.
Making systematic and careful observations					
and, where appropriate, taking accurate					Recognise some
measurements using standard units, using a					common conductors and
range of equipment, including thermometers and data loggers.					insulators, and
and data loggers.					associate metals with
Asking relevant questions and using different					being good conductors.
types of scientific enquiries to answer them.					
types of solentine enquines to answer them.	L				<u> </u>



Working Scientifically	Animals	Materials	Living Things Habitats	Forces Magnets	Space
Working Scientifically Beginning to identify scientific evidence that has been used to support or refute ideas or arguments. Beginning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Beginning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Animals Describe the changes as humans develop to old age.	Materials Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	Living Things Habitats 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.	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	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
Beginning to record data and results of using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Beginning to use test results to make predictions to set up further comparative and fair tests.		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.		Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	apparent movement of the sun across the sky.
Beginning to report and represent 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.		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.			



Working Scientifically	Animals	Light	Living Things habitats	Evolution	Electricity
Identifying scientific evidence	Identify and name the	Recognise that light	Describe how living things	Recognise that living	Associate the brightness
that has been used to support	main parts of the	appears to travel in	are classified into broad	things have changed over	of a lamp or the volume
or refute ideas or arguments.	human circulatory	straight lines.	groups according to	time and that fossils	of a buzzer with the
	system, and describe		common observable	provide information about	number and voltage of
Planning different types of	the functions of the	Use the idea that light	characteristics and based	living things that inhabited	cells used in the circuit.
scientific enquiries to answer	heart, blood vessels	travels in straight lines to	on similarities and	the Earth millions of	
questions, including recognising	and blood.	explain that objects are	differences, including	years ago.	Compare and give
and controlling variables where		seen because they give	micro-organisms, plants		reasons for variations in
necessary.	Recognise the impact	out or reflect light into	and animals.	Recognise that living	how components function,
Taking an analysis and a	of diet, exercise,	the eye.		things produce offspring of	including the brightness of
Taking measurements, using a	drugs and lifestyle on		Give reasons for	the same kind, but	bulbs, the loudness of
range of scientific equipment, with increasing accuracy and	the way their bodies	Explain that we see	classifying plants and	normally offspring vary	buzzers and the on/off
precision, taking repeat readings	function.	things because light	animals based on specific	and are not identical to	position of switches.
when appropriate.		travels from light sources	characteristics.	their parents.	
when appropriate.	Describe the ways in	to our eyes or from light		·	Use recognised symbols
Recording data and results of	which nutrients and	sources to objects and		Identify how animals and	when representing a
increasing complexity using	water are transported	then to our eyes.		plants are adapted to suit	simple circuit in a
scientific diagrams and labels,	within animals,	,		their environment in	diagram.
classification keys, tables,	including humans.	Use the idea that light		different ways and that	
scatter graphs, bar and line		travels in straight lines to		adaptation may lead to	
graphs.		explain why shadows		evolution.	
		have the same shape as			
Using test results to make		the objects that cast			
predictions to set up further		them.			
comparative and fair tests.					
Reporting and presenting					
findings from enquiries, including					
conclusions, causal relationships					
and explanations of and degree					
of trust in results, in oral and					
written forms such as displays					
and other presentations.					