

# Curriculum Progression Frameworks



## Science

Strand	Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6						
Overview	Intent		<p>At South Molton United Church of England Primary School, every child is valued as a unique person and can develop their sense of discovery, expectation and wonder. Our children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence. We prioritise the development of language, the golden thread of our pupils' learning. Children are supported to develop mastery of their learning through a spiral of planned progression throughout our ambitious and carefully designed curriculum. We have identified the big ideas and key learning essential for children to remember, encourage them to make links and build on this further. We adapt learning to meet the needs of all learners. We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society. We ensure that our learners have a rich range of experiences on and off our school site to broaden their understanding of the world around them and the range of possibilities at their fingertips. We aim to expand aspiration and world view so that children leaving our school are ready for their next steps, know how to keep themselves and others safe and are respectful of all.</p>											
	Implementation	<p>Our science curriculum is delivered through both disciplinary and substantive knowledge, engaging pupils in the exploration of their natural surroundings and the classroom environment. This is supported by the use of a variety of scientific equipment and enhanced through educational visits. Pupils engage with scientific concepts collaboratively—as a class, in groups, and independently—within both structured lessons and Continuous Provision, fostering curiosity and deeper understanding. Across Key Stages One and Two, each year group follows science units that encompass the disciplines of chemistry, physics, and biology. These are approached through the lens of 'being scientists', where children are encouraged to ask questions, plan and conduct investigations, and carry out experiments. They then analyse their findings, draw conclusions, and evaluate outcomes in relation to their initial predictions. Scientific enquiry is further developed through a range of approaches, including pattern seeking, comparative and fair testing, research, observation over time, classification and grouping, and problem-solving activities. We ensure the consolidation of scientific understanding by revisiting and reinforcing key concepts over time, employing a spiral approach to learning that supports long-term retention and mastery.</p>												
Disciplinary		<p><b>Seasonal changes</b></p> <p><a href="#">See EYFS Overview-</a> Understanding the World is a Specific area of learning and is embedded throughout the EYFS in Continuous Provision interweaved with developing children's awe, wonder &amp; communication &amp; Language</p>	<p><b>the human body</b></p> <p><b>Seasonal changes</b></p> <p><b>Materials</b></p> <p><b>Planting</b></p>	<p><b>Animals</b></p> <p><b>Caring for the planet</b></p> <p><b>Plants</b></p> <p><b>Growing and cooking</b></p>	<p><b>Animal's needs for survival</b></p> <p><b>Humans</b></p> <p><b>Materials</b></p> <p><b>Plastic</b></p>	<p><b>Plants (light and dark)</b></p> <p><b>Living things and their habitats</b></p> <p><b>Plants (bulbs and seeds)</b></p> <p><b>Growing up</b></p> <p><b>Wildlife</b></p>	<p><b>Skeletons and movement</b></p> <p><b>Nutrition and diet</b></p> <p><b>Food waste</b></p> <p><b>Rocks</b></p> <p><b>Fossils</b></p>	<p><b>Soils</b></p> <p><b>Light</b></p> <p><b>Plants</b></p> <p><b>Forces and magnets</b></p>	<p><b>Grouping and classifying living things</b></p> <p><b>Data collection</b></p> <p><b>Sates of matter</b></p> <p><b>Sound</b></p>	<p><b>Electricity</b></p> <p><b>Energy</b></p> <p><b>Habitats</b></p> <p><b>The digestive system and food chains</b></p>	<p><b>Forces</b></p> <p><b>Space</b></p> <p><b>Global warming</b></p> <p><b>Properties of materials</b></p> <p><b>Animals including humans</b></p>	<p><b>Life cycles</b></p> <p><b>Reproduction</b></p> <p><b>Reversible and irreversible changes</b></p> <p><b>Plastic pollution</b></p>	<p><b>Living things and their habitats</b></p> <p><b>Electricity</b></p> <p><b>Renewable energy</b></p> <p><b>Light</b></p> <p><b>Light pollution</b></p>	<p><b>The circulatory system</b></p> <p><b>Diet, drugs and lifestyle</b></p> <p><b>Variation and adaptations</b></p> <p><b>Fossils</b></p>

# Curriculum Progression Frameworks



## Science

Substantive knowledge	Enquiry Question	<b>AUTUMN TERM</b> What changes happen in Autumn?	Do the oldest children have the longest feet?	How can we group animals based on their needs for survival? Do the oldest children have the most teeth?	How can we sort and group animals based on their skeletons? How does our skeleton, joints and muscles help us move?	What materials are conductors or insulators of electricity and is there a pattern? How can we reduce our energy usage?	Why does the surface area of a parachute affect how long it takes for it to fall to the ground?	How does the voltage in a circuit affect the brightness of a bulb and the volume of a buzzer? What is renewable energy and how can we use it to generate electricity?					
	Knowledge acquired	<b>Know that</b> Autumn brings lots of changes	<b>Know that</b> there are different parts of the body used for different purposes. <b>Know why</b> we use our eyes to see, our nose to smell, our ears to hear, our mouth to taste and our skin to touch. <b>Know how</b> to pattern seek to see whether older children have longer feet.	<b>Know how</b> we group animals and describe the basic needs of animals and humans for survival. <b>Know why</b> exercise, diet and hygiene is important for us to stay healthy. <b>Know that</b> observing closely, asking questions and using equipment can help us to identify and classify.	<b>Know that</b> skeletons provide support and allow movement. <b>Know why</b> muscles and joints are important for movement. <b>Know how</b> to report their findings in an expert way about how our skeletons, joints and muscles. <b>(Working Scientifically- Skill)</b>	<b>Know that</b> some common conductors and insulators, and associate metals with being good conductors. <b>Know why</b> a lamp will light or not light in a simple series circuit. <b>Know how</b> to ask relevant questions and using different types of scientific enquiries to answer them.	<b>Know</b> the effects of air resistance, water resistance and friction, that act between moving surfaces. <b>Know why</b> if parachutes have a larger surface area they have greater air resistance and slow a skydiver down. <b>Know how</b> to plan different types of scientific enquiries to answer questions, including recognising and controlling variables. <b>(Working Scientifically- Skill)</b>	<b>Know that</b> the voltage will affect the brightness of a bulb and the volume of a buzzer.  <b>Know why</b> scientists use comparative and fair test enquiries to answer questions.  <b>Know how</b> to construct and draw series circuits using symbols. <b>(Working Scientifically- Skill)</b>					
	Big Ideas (Substantive Concept)												
Vocabulary	Changes, same, different, young, old, seed, tree, grow,	Biology Human Body Smell Taste	Sight Sound Touch	Biology Mammals Amphibians Reptiles Herbivore Carnivore Omnivore	Healthy Diet Germs Disease Plaque	Skeleton Skull Ribcage Spine Pelvis Femur Exoskeleton Joint	Hinge joint Ball and socket joint Muscle Biceps Triceps Contracting Relaxing	Physics electricity circuit insulators metal conductivity conductors	sustainability energy usage renewable non-renewable	Friction Air resistance Force Surface Area Water resistance	Streamlined Gravity Lever	Voltage Current Complete/ incomplete Independent variable Dependent variable	<b>Controlled variable</b> <b>Repeatability</b> <b>Renewable</b> <b>Fossil Fuel</b>
Assessment/showcase	<b>So...what changes happen in Autumn?</b>  Present & recall learning from the schema	<b>So... Do the oldest children have the longest feet?</b>  Present & recall investigation & schema	<b>So... What do animals and humans need to survive?</b> Make a poster to encourage the children in SMUPS to stay healthy.	<b>So... How does out skeleton, joints and muscles help us to move?</b> To report and present their findings to the class on how the muscles, joints and skeleton work together to help us move.	<b>So... what materials are conductors or insulators of electricity and is there a pattern?</b> Written and oral presentation of results. <b>How can we reduce our energy usage?</b> Present knowledge on a poster and present findings as an oral presentation.	<b>So... Why does the surface area of a parachute affect how long it takes for it to fall to the ground?</b>  Immersive Science Workshop	<b>So... how to scientists design and carry out fair tests?</b> Write up a comparative and fair test with results and a suitable conclusion. Present a PowerPoint on what renewable energy is and how we use it to generate electricity.						
Enquiry Question	<b>SPRING TERM</b> What changes happen in winter?  What changes happen in Spring?	Which material would be the best for a pair of curtains?	Are there patterns between the life cycles of different animals? Why is it important to care for wildlife	How does the material on the ramp affect the distance a car travels?	How can we group and classify living things? What living things do we have in our local area and how does this change over a year?	How have our ideas about the Solar System changed? What is global warming and how can we help reduce it?	How can we identify, group and classify plants, animals and microorganisms?						
Knowledge acquired	<b>Know that</b> the weather is cold in the winter.  <b>Know why</b> animals are different  <b>Know why</b> a chicken lays an egg  <b>Know that</b> a seed grows into a plant	<b>Know that</b> there are natural materials like wood, water and rock and manmade materials like plastic, glass and metal. <b>Know why</b> we have objects that are transparent (see through) and some are opaque (not see through). <b>Know how</b> to identify and classify different materials. <b>(Working Scientifically- Skill)</b>	<b>Know that</b> animals, including humans have offspring which grow into adults <b>why</b> a humans life cycle is different from a frog. <b>Know how</b> the offspring of reptiles, amphibians, birds and most insects are different to a mammal. <b>Know why</b> it is important to care for wildlife and animals.	<b>Know that:</b> magnets have a north and a south pole that are opposing <b>Know why:</b> friction is the force that changes speed <b>Know how:</b> to use results and observations to find out how friction affects moving vehicles and present their findings. <b>(Working Scientifically- Skill)</b>	<b>Know that</b> living things can be grouped in a variety of ways. <b>Know why</b> classification keys are used to help group, identify and name a variety of living things. <b>Know how</b> to record and present findings using labelled diagrams, keys, bar charts and tables. <b>(Working Scientifically- Skill)</b>	<b>Know what</b> Global Warming is and how we can help reduce it (Sustainability.) <b>Know why</b> the Earth's rotation creates day and night, all planets in our Solar System (and the moon) are roughly spherical and move in orbit. <b>Know how</b> to use scientific language and illustrations to discuss, communicate and justify their scientific ideas and talk about how scientific ideas have developed over	<b>Know that</b> living things are classified according to characteristics, based on similarities and differences. <b>Know why</b> we classify plants and animals based on <b>specific</b> characteristics. <b>Know how</b> to use keys and information to identify, classify and describe living things and identify patterns. <b>(Working Scientifically- Skill)</b>						

# Curriculum Progression Frameworks





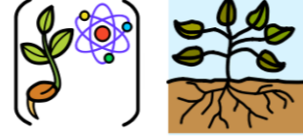




# Science

									time. <b>(Working Scientifically-Skill)</b>					
<b>Big Ideas (Substantive Concept)</b> 														
<b>Assessment/showcase</b>	So... what changes happen in winter? So... what changes happen in Spring? Present & recall learning from the schema	So... Which material would be the best for a pair of curtains? Present & recall investigation & mind map	So... how important is it to care for wildlife? Children to create a wildlife area for our local grounds.	To answer questions and present the findings from exploring different surfaces and observing the affect of friction on moving vehicles.	So... How can we group and classify living things? Classify animals and plants using classification keys. What living things do we have in our local area and how does this change over the year? Present data collected through observation other time in pictograms, bar graphs, labelled diagrams or data tables.	So... How have our ideas about the Solar System changed? What is global warming and how can we help reduce it? Space knowledge timelines Global Warming posters	So... How can we identify, group and classify plants, animals and microorganisms? Present & recall investigation & schema							
<b>Vocabulary</b>	Changes, weather, winter, freeze, frozen, ice, melt, snow, cold, Opposite, contrast, different, alive	extinct, arctic, winter, weather, Observe, Same, Different, Cycle, Spring, Blossom, Seed, Plant,	chemistry, material, object, absorb, transparent, opaque, soft	hard, shiny, dull, heavy, light	Offspring, Growth, Adolescent, Parent, Life Cycle, Amphibian, Insect, Environment	Habitat, Microhabitat, Nature, Local, Food Chain, Wildlife, Crops	Magnet, Metal, Non-metal, Magnetic, Attract, Repel, Iron steel	Aluminium, Force, Friction, Contact force, Data, Prediction	biology, vertebrate, invertebrate, classify, mammal, amphibian, reptile	exoskeleton, stamen, pistil, fern, moss	Solar System, Planets, Orbit, Heliocentric, Geocentric, Rotate, Gravitational	force, Global warming, Climate change, Carbon footprint	Biology, Organism, Microorganism, Characteristics, Vertebrate	Invertebrate, Classification, Carl Linnaeus
<b>Enquiry Question</b>	<b>SUMMER TERM</b> What changes happen in spring? What changes happen in summer? Why is plastic such a big problem?	What are the main changes in each season & how do plants change?	What different habitats are there on Planet Earth and what lives in each habitat?	How does the distance between the light source and the object affect the size of a shadow?	What impacts do humans have on different habitats? What are the impacts of deforestation on the planet?	Are there patterns linking gestation periods and lifespans? How are the life cycles of animals similar and different?	How is a rainbow formed? What is light pollution and how can we reduce it? How do we see?							
<b>Knowledge acquired</b>	<b>Know how</b> a caterpillar turns into a butterfly <b>Know why</b> a bee makes a honey <b>Know that</b> Spring brings changes <b>Know why</b> litter is a problem	<b>Know that</b> there four seasons and their order. <b>Know why</b> plants grow in different seasons. <b>Know how</b> to observe changes in seasons and plants.	<b>Know that</b> a habitat provides everything a plant or animal needs to survive. <b>Know why</b> animals live in different habitats on planet Earth and why they are suited to them. <b>Know how</b> animals get their food from plants and other animals and explain food chains.	<b>Know that</b> an object can be opaque, transparent or translucent. <b>Know why</b> the sun can be damaging to us. <b>Know how</b> to carry out a fair test to explore why shadows change.	<b>Know that</b> environments can change and that this can sometimes pose dangers to living things. <b>Know why</b> food chains are constructed, interpreted and used to identify producers, predators and prey. <b>Know how</b> to use straight-forward scientific evidence to answer questions and support findings. <b>(Working Scientifically- Skill)</b>	<b>Know that</b> there are different stages to the life cycles, including foetus, baby, adolescent and adult and elderly adults. <b>Know that</b> mammals, insects, amphibians and birds that have different life cycles and describe these. <b>Know how</b> to report and present findings from enquiries, including conclusions and explanations.	<b>Know that</b> white light is composed of a mixture of colours (spectrum). <b>Know why</b> a rainbow is formed when sunlight is refracted by droplets of water. <b>Know how</b> the structure of the eye allows us to see the world around us.							
<b>Big Ideas (Substantive Concept)</b> 														
<b>Assessment/showcase</b>	So... What changes happen in spring? What changes happen in summer? Why is plastic such a big problem?	So... What are the main changes in each season & how do plants change? -Present findings and recall information using the schema.	So... What different habitats are there on Planet Earth and what lives in each habitat? We will do a photo presentation of our trip to Arlington Court and say what type of animal lives in	Carry out a fair test to explore how the distance from a light source affects the size of a shadow.	So... What are the impacts of deforestation on the planet? Present findings on a poster and present orally.	So... How are the life cycles and gestation periods of animals similar and different? Schema & oracy (tapestry) presentation Scientific Art Exhibition	So... how is a rainbow formed? Present an A2 poster all about rainbows and light refraction. Scientific drawings and written explanations of the parts of an eye.							

# Curriculum Progression Frameworks



## Science

		Present & recall learning from the schema	Link to 'Plants' Showcase in Summer Term.	the pictured habitat and what they would eat.											
	<b>Vocabulary</b>	Changes, Egg, larva, Pupa, chrysalis, Caterpillar, butterfly, bee, Nectar, Honey, Hive, seed, soil, Spring, blossom	different, same Recycle, Pollution, Float, Sink, Summer Weather, Season Protection, Hydration Safe	Biology Physics Seasons Weather <b>Soil Seed</b>	<b>Plant Leaves</b> Temperature Measure	Habitat Microhabitat Insects Hibernate Shelter	Diet Herbivore Carnivore Omnivore	Light source Reflection Opaque Translucent	Transparent Shadow Variables	biology sustainability food chain producer energy consumer predator	prey deforestation biodiversity natural resource	Biology Mammary gland Amphibians Vertebrates Survive Transform metamorphosis	offspring Reproduce Period Puberty Gestation Reproduction	<b>Eclipse Prism Refraction Spectrum Cornea Iris</b>	<b>Lens Pupil Retina Optic nerve</b>
	<b>Enquiry Question</b>		<b>Are all animals the same? How can we care for our planet?</b>	<b>Do plants grow healthier in the light or the dark? How do bulbs and seeds change over time?</b>	<b>What is a balanced diet and why is it important? What is food waste and how can we reduce it?</b>	<b>How does the distance of a sound source affect the volume of sound?</b>	<b>Which material is the best insulator of heat?</b>	<b>What is the circulatory system and how does it work? How does the duration of exercise affect heart rate?</b>							
	<b>Knowledge acquired</b>		<b>Know that</b> animals have different diets. <b>Know why</b> it is important to take care of our planet. <b>Know how</b> to classify different animals and make comparisons.	<b>Know that</b> a seed can be found inside or outside a plant and that a bulb stores food for the plant to grow again. <b>Know why</b> plants need water, light and a suitable temperature to grow and say what would happen if they do not have these variables. <b>Know how</b> to observe and describe how seeds and bulbs grow into mature plants.	<b>Know that:</b> there are 5 different food groups and name them. <b>Know why:</b> a balanced diet is important for health <b>Know how:</b> to be able to report on why reducing food waste is important for sustainability.	<b>Know that</b> vibrations from sounds travel through a medium to the ear. <b>Know why</b> sounds get fainter as the distance from the sound source increases. <b>Know how</b> to measure volume using a decibel meter and record findings using tables. <b>(Working Scientifically- Skill)</b>	<b>Know why</b> materials that would make good conductors or insulators. <b>Know that</b> materials have particular properties <b>Know how</b> to use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas. <b>(Working Scientifically- Skill)</b>	<b>Know that</b> diet and drugs affect our bodies in different ways. <b>Know why</b> exercise increases our heart rate. <b>Know how</b> the circulatory system works and explain how the heart pumps blood around the body.							
	<b>Big Ideas (Substantive Concept)</b>														
	<b>Assessment/showcase</b>		<b>So... Are all animals the same and how can we care for our planet?</b>  Present & make a comparison of two animals	<b>So... We will observe closely the seeds and bulbs that we plant and explain how and why they have changed.</b>	<b>To present a persuasive argument for a balanced diet, specific diet or how to reduce food waste.</b>	<b>So... how does the distance of a sound source affect the volume of a sound.</b> Investigation and a discussion of experiment results.	<b>So... Which material is the best insulator of heat?</b>  Schema & oracy (tapestry)  Investigative Workshop	<b>How does the circulatory system work?</b> Voiceover of video of dissection of the heart.							
	<b>Vocabulary</b>		Animal Biology Carnivore Diet <b>Earth Harmful</b> Herbivore	<b>Litter</b> Mammal Omnivore <b>Recycle Reuse</b> Wild	Roots Leaves Petals Stem Variable Controlled Survive	Temperature Mature Shoot Seed Bulb	Carbohydrates Proteins Dairy Diet Nutrition Pescatarian Vegetarian	Vegan Food waste Recycle Edible Inedible Landfill	physics volume pitch vibration decibel meter	sound source distance decibel (dB) insulator	Transparent Translucent Opaque Magnetism	Conductor Insulator	Arteries Veins Capillaries Plasma Red blood cells White blood cells Atrium	Ventricle Oxygenated Deoxygenated Calorie Stimulant Depressant	
	<b>Enquiry Question</b>		<b>How can we sort plants into different groups?</b>	<b>Which material would be the best for an umbrella? How is plastic helpful and harmful?</b>	<b>Does the number of seeds within one plant pot affect the growth of the plants? What is biodiversity and how can we increase it?</b>	<b>How does the temperature of the water affect the time it takes for ice to melt?</b>	<b>Which plant cutting produces the tallest plant?</b>	<b>is the type of food a bird eats related to the shape of its beak? How have fossils changed over time and does this provide evidence for evolution?</b>							
	<b>Knowledge acquired</b>		<b>Know that</b> some trees change colour through the seasons.	<b>Know how</b> to identify and compare the suitability of a variety of everyday materials for uses.	<b>Know that</b> each part of a plant has a specific function and explain.	<b>Know that</b> you can compare and group materials together, according to	<b>Know how</b> plants reproduce sexually or asexually and how fertilisation occurs.	<b>Know that</b> organisms inherit characteristics from their parents and this is why we show variation.							

# Curriculum Progression Frameworks



## Science

			<p><b>Know why</b> some plants are wild.</p> <p><b>Know how</b> to identify the different parts of a plant.</p>	<p><b>Know how</b> the shapes of solid objects can change depending on what material it is.</p> <p><b>Know that</b> plastic can be helpful, or harmful to humans and other animals.</p>	<p><b>Know why</b> biodiversity is so important.</p> <p><b>Know how</b> plants grow and what can impact growth.</p>	<p>whether they are solids, liquids or gases.</p> <p><b>Know why</b> evaporation and condensation work in the water cycle and how temperature affects this.</p> <p><b>Know how</b> to <b>observe</b> that some materials change state when they are heated or cooled, and <b>measure</b> or <b>research</b> the temperature at which this happens in degrees Celsius (°C) <b>(Working Scientifically- Skill)</b></p>	<p><b>Know that</b> sexual reproduction involves two parent producing offspring.</p> <p><b>Know how</b> to plan a scientific enquiry, identifying the dependent, independent and control variables.</p>	<p><b>Know why</b> living things adapt to their environment over time.</p> <p><b>Know how</b> Charles Darwin developed the theory of evolution using observations of the natural world.</p>						
	<p><b>Big Ideas (Substantive Concept)</b></p>													
	<p><b>Assessment/showcase</b></p>		<p><b>So... How do plants change and how can we sort them into groups?</b></p> <ul style="list-style-type: none"> <li>-Present findings and recall information using the schema.</li> <li>-Labelled chalk drawings outside</li> <li>-Link back to Seasonal Changes/ Planting units taught throughout the year.</li> </ul>	<p><b>So... Which material would be the best for an umbrella? We will carry out an experiment and explain which material would be the best.</b></p>	<p><b>Present the findings from the plant growth experiment.</b></p> <p><b>Create a plan of school field to explain how biodiversity can be improved at SMUPS.</b></p>	<p><b>So... How does the temperature of the water affect the time it takes for ice to melt.</b></p> <p>Investigation and a discussion of experiment results.</p>	<p><b>So...Which plant cutting produces the tallest plant?</b></p> <p>Presentation of experiment cloning plants</p>	<p><b>So... why do species show variation and why have they changed over time?</b></p> <p>Design an organism and show how it is adapted to a given environment.</p>						
	<p><b>Vocabulary</b></p>		<p>Biology Seed Plant Leaves Wildflower Garden</p>	<p>Common Local Deciduous Evergreen</p>	<p>material natural brittle flexible transparent translucent opaque lightweight waterproof breakable</p>	<p>tough squash bend twist stretch Sustainability Single use Multiple use Recyclable Human-made</p>	<p>Biology Dissection Water Transportation Germination Reproductive Organs Pollination</p>	<p>Dispersal Biodiversity Rewilding Endangered Extinct</p>	<p>Temperature Observation Solid Liquid Gas Volume states of matter</p>	<p>Celsius (°C) Evaporation Condensation Thermometer Measure</p>	<p>Fertilisation Pollination Asexual Cloning</p>	<p>Variables Cutting</p>	<p>Variation Inheritance Organism Species Characteristics Adaptations</p>	<p>Evolution Common ancestor Theory Decompose Palaeontologist</p>
	<p><b>Enquiry Question</b></p>						<p><b>How can we identify and sort rocks based on their properties? How are fossils formed? Which soil absorbs the most water?</b></p>	<p><b>What is the digestive system and how does it work?</b></p>	<p><b>Which changes are reversible and which are irreversible? What is plastic pollution and what are the impacts of plastic pollution and what are the impacts?</b></p>					
	<p><b>Knowledge acquired</b></p>						<p><b>Know that rocks</b> can be sorted based on their properties.</p> <p><b>Know why</b> fossils take so long to form.</p> <p><b>Know how</b> to conduct a test to compare soil absorbency. <b>(Working Scientifically- Skill)</b></p>	<p><b>Know that</b> there are different parts of the digestive systems in humans and describe their simple functions.</p> <p><b>Know why</b> humans have different types of teeth.</p> <p><b>Know how</b> to report on finding from enquires, including oral and written explanations, displays or presentation of results and conclusions. <b>(Working Scientifically- Skill)</b></p>	<p><b>To know</b> that plastics don't break down for a long time and can end up in landfills and oceans which cause damage to the planet.</p> <p><b>To use knowledge</b> of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p><b>To take measurements</b>, using a range of scientific equipment, with increasing accuracy and</p>					

