

Science	<u>Oak pathway</u>  Subject specific curriculum
Curriculum cycle - Year 1 (2024-2025)	

Schemes of work - ADD LINK TO SOW

	Autumn		Spring		Summer	
Sunflower	I am Special!	We're not scared!	The Egyptians	Nature Detectives	How can I travel?	Splash, splash, splash into the sea
Science	How do we grow?	Electric lights	Tombs (including rocks)	Comparing plants	Testing materials	Why does it float?
Key Learning	- Describe people who are familiar to them - Learn about how to take care of themselves	- Explore shadows - Explore rainbows	- Identify rocks - Explore differences in rocks	- Grow plants - Explore colours and differences in plants	- Explore a range of materials, including natural materials - Make objects from different materials, including natural materials - Observe, measure and	- Explore a range of materials, including natural materials - Compare how materials change over time and in

					record how materials change when heated • and cooled • Compare how materials change over time and in different conditions	different conditions • Explore how objects move in water
Key Vocabulary	names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice, hair (e.g. black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (e.g. blue, brown, green, grey), skin (e.g. black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin,	sun, sunny, light, shadow, shady, clouds, torch, see-through, not see-through, source, light source	natural, shells, pebbles, stones	tree, bush, herb, names of plants they see	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow, bounce

	friend, family, boy, girl, man, woman					
Workin g scienti fically	. Asking questions - With support, the children develop their ideas for answering their questions	Gathering data - Talk about their observations of objects, materials and living things. • Talk about their observations when comparing objects, materials and living things.	Recording data - Use a camera to take photographs or videos to record their observations. • Record their observations using drawings. • Record their observations using labelled drawings.	Drawing conclusions - Use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data.		
Trips and Visits				Garden Centres		
	Autumn		Spring		Summer	
Daffod il	Look at Me!	Winter Wonderland	China	Extreme Earth	Local History - Warrington	Adventures
Scienc e	My Senses	Solids, Liquids and Gases	The Seasons Weather	Volcanoes	Plants	Magnets
Key Learnin g	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and	• Observe changes across the four seasons. • Observe and describe weather associated with the seasons and how day length varies.	- Compare how materials change over time and in different conditions - Explore how to change how things work	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the	- Observe and experiment how magnets push and pull - Compare and sort materials that are magnetic

	with each sense.	Stretching • Observe, measure and record how materials change when heated and cooled • 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.		• Explore the natural environment around us • Learn about the Earth	basic structure of a variety of common flowering plants, including trees	
Key Vocabulary	head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group	ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong,	spring, summer, autumn, winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers	object, material, rock, brick, clay, hard, soft, waterproof, rough, smooth, shiny, dull,	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud, names of trees in the local area, names of garden and wild flowering plants in the local area	push/pushing, pull/pulling

		weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back					
Working scientifically	. Asking questions - Use a range of given question stems, such as: what; what if; why; when; who; and how; to ask questions about the objects, living things and processes they are exploring. • Construct a question based on a scenario or story the teacher has presented		Gathering data - Talk about their observations of objects, materials and living things. • Talk about their observations when comparing objects, materials and living things. • Talk about their observations when describing changes. • When using a magnifying glass, adjust the position of the magnifying glass in order to see the enlarged image clearly. • When using a digital microscope, relate features on the enlarged view to the object. • Make direct comparisons of length and height. • Use bricks, lolly sticks etc. or paper strips to take non-standard measurements of length. • Use simple measuring equipment, such as teaspoons, pipettes, rulers, metre sticks etc.		Recording data - Use a camera to take photographs or videos to record their observations. • Record their observations using drawings. • Record their observations using labelled drawings. • Record their observations or comparisons in writing. • Physically group objects, materials and living things or their images by a criterion. • Physically group objects or materials according to the data they gather (classifying). • Use data they gather to physically rank objects or materials (comparative testing). • Add their data to a prepared table or simple Venn diagram		Drawing conclusions - Use their observations and simple secondary sources (e.g. identification sheets) to name living things they find in the local area. • Recognise 'biggest and smallest', 'best and worst' etc. from their data. • Give an answer to their scientific enquiry question that is consistent with the data they have gathered either through observations, measurements or from research. • Recognise that they can answer scientific enquiry questions in different ways.
	Trips and Visits			Jodwell Bank		Garden Centres	
Rabbit	Autumn			Spring		Summer	
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Science	Parts of Plants	Seasonal Changes	Everyday Materials	Animals including Humans	Rocks and Fossils	Light and Colour
Key Learning	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.	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Identify temperatures and measure at degree Celsius Explore the different hemispheres and compare seasons and weather Identify a monsoon, dry season, wet season and compare to the 4 UK seasons	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. • Give reasons, based on evidence from comparative and fair	• 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.	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.	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.

	• 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.		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			
Key Vocabulary	life cycle, reproduce, sexual, fertilises, asexual, plantlets, runners, tubers, cuttings flowering, non-flowering, mosses, ferns, conifers	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter,	thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change,	life cycle, foetus, baby, child, adolescent, adult, reproduce, sexual, sperm, fertilises, egg, live young heart, pulse, rate, pumps, blood, blood	offspring, sexual reproduction, vary, characteristics, adapted, inherited, species, evolve, evolution rock, stone, pebble, boulder, grain, crystals, layers, hard, soft,	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous straight lines, light rays

		summer, spring, autumn, Sun, sunrise, sunset, day length	burning, rusting, new material	vessels, transported, lungs, oxygen, carbon dioxide, cycle, circulatory system, diet, drugs, lifestyle	texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)			
Working scientifically	Asking questions - ask scientific enquiry questions with support following a scientific enquiry, ask questions stimulated by what they have just found out.	Planning an enquiry identify the data required to answer the scientific enquiry question select appropriate practical equipment to gather the data identify how to gather the data required to answer the scientific enquiry question suggest the type of scientific enquiry they are using.	Making predictions use the data they have already gathered to suggest values for the next reading.	Gathering data make systematic and careful observations measure time in standard units using stopwatches or timers measure length in standard units using rulers, meter sticks, tape measures or trundle wheels measure temperature in standard units using thermometers measure capacity in standard units using syringes, beakers or measuring cylinders use sensors to take measurements (e.g. light, sound, temperature)	Recording data record data in a simple table they construct themselves record data onto a complex table provided for them record their measurements directly onto a bar chart with the axes and scales provided record observations and information using a drawing, a labelled diagram	Presenting data present, with support, the recorded data in a different way in order to help answer the question.	Drawing conclusions communicate their findings from practical activities answer the scientific enquiry question using the data gathered.	Evaluating an enquiry identify ways in which they adapted their method as they progressed or how they could change it to improve the data gathered compare two methods for a test.

Trips and Visits	Jodwell Bank, Museum of Science and Industry					
Badge r	Autumn		Spring		Summer	
Science	Parts of Plants	Seasonal Changes	Everyday Materials	Animals including Humans	Rocks and Fossils	Light and Colour
Key Learning	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.	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	Compare and group materials together, according to whether they are solids, liquids or gases. 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	• 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.	• 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.	• 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 an opaque object.

	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • 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.		stretching			• Find patterns in the way that the size of shadows change.
Key Vocabulary	photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost,	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation,	digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, large	rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh,	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous

	dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport		puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length		temperature, water cycle		intestine, rectum, anus, incisor, canine, molar, premolar, herbivore, carnivore, omnivore, producer, predator, prey		minerals, marble, chalk, granite, sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)							
Working scientifically	Asking questions - ask scientific enquiry questions with support following a scientific enquiry, ask questions stimulated by what they have just found out.		Planning an enquiry identify the data required to answer the scientific enquiry question select appropriate practical equipment to gather the data identify how to gather the data required to answer the scientific enquiry question suggest the type of scientific enquiry they are using.		Making predictions use the data they have already gathered to suggest values for the next reading.		Gathering data make systematic and careful observations measure time in standard units using stopwatches or timers measure length in standard units using rulers, meter sticks, tape measures or trundle wheels measure temperature in standard units using thermometers measure capacity in standard units using syringes, beakers or measuring cylinders use sensors to take measurements (e.g. light, sound, temperature)		Recording data record data in a simple table they construct themselves record data onto a complex table provided for them record their measurements directly onto a bar chart with the axes and scales provided record observations and information using a drawing, a labelled diagram		Presenting data present, with support, the recorded data in a different way in order to help answer the question.		Drawing conclusions communicate their findings from practical activities answer the scientific enquiry question using the data gathered.		Evaluating an enquiry identify ways in which they adapted their method as they progressed or how they could change it to improve the data gathered compare two methods for a test.	

Trips and Visits	Jodwell Bank, Museum of Science and Industry					
Fox	Autumn		Spring		Summer	
Science	Parts of Plants	Seasonal Changes	Everyday Materials	Animals including Humans	Rocks and Fossils	Light and Colour
Key Learning	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.	Identify temperatures and measure at degree Celsius Explore the different hemispheres and compare seasons and weather Identify a monsoon, dry season, wet season and compare to the 4 UK seasons		• 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		

	• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • 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.					
Key Vocabulary	light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind	weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length	opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching	offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/chicken, kitten/cat, caterpillar/butterfly), survive, survival, water, food, air, exercise, heartbeat,	opaque, transparent, translucent, reflective, non-reflective rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorbs water, fossil, bone, flesh, minerals, marble, chalk, granite,	light, light source, dark, absence of light, surface, shadow, reflect, mirror, Sun, sunlight, dangerous

	dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport				breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy) nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine	sandstone, slate, types of soil (e.g. peaty, sandy, chalky, clay)		
Working scientifically	Asking questions - ask scientific enquiry questions with support following a scientific enquiry, ask questions stimulated by what they have just found out.	Planning an enquiry identify the data required to answer the scientific enquiry question select appropriate practical equipment to gather the data identify how to gather the data required to answer the scientific enquiry question	Making predictions use the data they have already gathered to suggest values for the next reading.	Gathering data make systematic and careful observations measure time in standard units using stopwatches or timers measure length in standard units using rulers, meter sticks, tape measures or trundle wheels measure temperature in	Recording data record data in a simple table they construct themselves record data onto a complex table provided for them record their measurements directly onto a bar chart with the axes and scales provided record observations and information using	Presenting data present, with support, the recorded data in a different way in order to help answer the question.	Drawing conclusions communicate their findings from practical activities answer the scientific enquiry question using the data gathered.	Evaluating an enquiry identify ways in which they adapted their method as they progressed or how they could change it to improve the data gathered compare two methods for a test.

		suggest the type of scientific enquiry they are using.		standard units using thermometers measure capacity in standard units using syringes, beakers or measuring cylinders use sensors to take measurements (e.g. light, sound, temperature)	a drawing, a labelled diagram			
Trips and Visits	Eureka! Museum of Science and Industry							
KS4 ASDAN Science awards								
Woodpecker	Autumn			Spring		Summer		
Science	Forces and Motion			Chemical Change		Space Physics		
Key Learning	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.			• 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		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.		

	• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda • 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. • Give reasons,	• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.
Key Vocabulary	force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, water cycle thermal insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material	Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit • Gravity force, weight • Our Sun as a star, other stars in our galaxy, other galaxies • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres

Working scientifically	Asking questions - independently ask scientific enquiry questions.	Planning an enquiry describe the method they would use to gather data to answer a scientific enquiry question.	Making predictions use the data they have already gathered to suggest further values • use the scientific understanding gained from scientific enquiry to make predictions they can investigate using further comparative and fair tests.	Gathering data make relevant systematic and detailed observations • use a range of equipment to take measurements (e.g. distance, time, temperature, capacity, force) using standard units • select measuring equipment to give appropriately precise results • identify when a sensor can be used to gather evidence • take repeat readings as appropriate.	Recording data choose an appropriate method to record the data they will gather using experience of recording methods (e.g. photographs, videos, drawings, labelled diagrams, writing, tables, keys) • construct, and record data in, a complex table • construct, and record data in, a bar chart • construct, and record data in, a line graph • add data onto a scatter graph with the axes and scales provided.	Presenting data present the recorded data in a different way in order to help answer the question	Drawing conclusions answer the scientific enquiry question using the data gathered • discuss whether other evidence (e.g. from other groups or their scientific understanding) supports or refutes their answer • talk about how their scientific ideas change due to new data that they have gathered • talk about how scientific discoveries have changed scientific understanding in the past and continue to do so today.	Evaluating an enquiry evaluate the precision of their measurements • evaluate whether the results are trustworthy enough to answer the scientific enquiry question
Trips and Visits	Museum of Science and Industry							
Hawk	Autumn			Spring			Summer	
Science	Forces and Motion			Chemical Change			Space Physics	

Key Learning 9	• 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			Compare, group and test materials Test temperatures and compare chemical changes of solids and liquids at different temperatures Know that some materials will dissolve in liquid			Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. • Describe the movement of the Moon relative to the Earth. • Describe the Sun, Earth and Moon as approximately spherical bodies. • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.		
	Key Vocabulary	force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole			opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching			light, light source, Sun, sunlight Sun, Moon, Earth, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, Solar System, rotate, star, orbit	
Working scientifically 9	Asking questions –	Planning an enquiry	Making predictions	Gathering data	Recording data	Presenting data	Drawing conclusions	Evaluating an enquiry	
	independently ask scientific enquiry questions.	describe the method they would use to gather data to answer a scientific enquiry question.	use the data they have already gathered to suggest further values • use the scientific understanding gained	make relevant systematic and detailed observations	choose an appropriate method to record the data they will gather using experience of recording methods	present the recorded data in a different way in order to help answer the question	answer the scientific enquiry question using the data gathered	evaluate the precision of their measurements	

