



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

	Nursery	Reception	Year 1	Year 2	End of Key Stage 1
Observing	<p>General sensory observations of animals and plants.</p> <p>Simple descriptions of the world around them.</p>	<p>General sensory observations of animals and plants.</p> <p>Simple descriptions of the world around them.</p>	<p>Identify, classify and describe a variety of plants, animals and materials.</p> <p>Refine observations (more descriptive).</p>	<p>Refined observations made though use of equipment (microscopes, magnifying glasses etc.).</p> <p>Describe observations using scientific language.</p>	<p>Working scientifically</p> <p>The pupil can, using appropriate scientific language from the national curriculum:</p> <p>ask their own questions about what they notice;</p> <p>use different types of scientific enquiry to gather and record data, using simple equipment where appropriate, to answer questions;</p> <p>observe changes over time;</p> <p>notice patterns;</p> <p>group and classify things;</p> <p>carry out simple comparative tests;</p>
Researching	<p>Looking at objects and pictures and discussing what they can see.</p>	<p>Looking at objects and pictures and discussing what they can see.</p>	<p>Engaging with texts and using a variety of sources to research (internet, library, databases).</p>	<p>Using research to inform discussion and decision making.</p>	
Questioning	<p>Asks questions about aspects of their familiar world</p>	<p>Asks questions about aspects of their familiar world.</p>	<p>Ask questions about their world and the world around them (what I can see, smell, taste, touch etc).</p>	<p>Begin to ask questions with relevance to a topic.</p> <p>Increasingly asking about unknown phenomena.</p>	



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Planning	Generating a variety of ideas for testing (not always realistic / appropriate).	Generating a variety of ideas for testing (not always realistic /appropriate).	Identify an appropriate approach to answer a set question. Recognise different ways to answer a question.	Beginning to refine ideas – only changing one factor. Recognise different ways to answer a question.	find things out using secondary sources of information; communicate their ideas, what they do and what they find out in a variety of ways. Science content The pupil can: name and locate parts of the human body, including those related to the senses [Y1], and describe the importance of exercise, a balanced diet and hygiene for humans [Y2]; describe the basic needs of animals for survival and the main changes as young animals, including humans, grow into adults [Y2]; describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow
	Simple guess - what might happen?	Simple guess - what might happen?	Simple prediction based on experiment. Beginning to consider research / known occurrences.	Confidently considering known occurrences when making a prediction (hypothesis). Explain reasons for prediction.	
Predicting	Measure by direct comparison. Non-standard units of measurement. Simple comparative vocabulary – bigger, smaller. Talking about objects and events. Simple recording – pictures / images.	Measure by direct comparison. Non-standard units of measurement. Simple comparative vocabulary – bigger, smaller. Talking about objects and events. Simple recording – pictures / images.	Standard units of measurement. Use simple equipment to measure length, time, capacity, weight).	Select most appropriate measurement and equipment. Use a variety of standard units of measurement. Use scientific vocabulary to aid measurement.	



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Reporting	<p>Talking about objects and events.</p> <p>Simple recording – pictures / images.</p>	<p>Talking about objects and events.</p> <p>Simple recording – pictures / images.</p>	<p>Using precise scientific vocabulary to describe an event.</p> <p>Complete pre-prepared tables and graphs.</p> <p>Simple labels for diagrams.</p>	<p>Create own charts and tables.</p> <p>Clearly labelled diagrams using scientific vocabulary.</p>	<p>into mature plants [Y2] identify whether things are alive, dead or have never lived [Y2];</p> <p>describe and compare the observable features of animals from a range of groups [Y1];</p>
Interpreting	<p>Noticing 'which worked best' – simple comparative statements.</p> <p>Answer initial question simply.</p>	<p>Noticing 'which worked best' – simple comparative statements.</p> <p>Answer initial question simply.</p>	<p>Consider what results show – why did X happen?</p> <p>Answer initial question using results.</p>	<p>Explain outcomes and how they were achieved.</p> <p>Relate results to initial question using scientific vocabulary.</p> <p>Identify patterns in data and explain.</p>	<p>group animals according to what they eat [Y1], describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships [Y2];</p> <p>describe seasonal changes [Y1];</p>
Evaluating			<p>Identifying how their investigation worked – what worked well, what didn't?</p> <p>Notice anything that affected results i.e. changes in temperature etc.</p>	<p>Suggest how to improve experiment. Identify if it was effective and link to scientific knowledge.</p> <p>What have we learnt from investigation?</p>	<p>name different plants and animals and describe how they are suited to different habitats [Y2];</p> <p>distinguish objects from materials, describe their properties, identify and group everyday materials [Y1] and compare their suitability for different uses [Y2].</p>



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Vocabulary	<p>Eyes / Nose / Mouth Ears / Hands / Fingers Feet / Toes / Arm / Leg Animal / Tree / Leaf Flower / Stem / Seed Material / Wood / Glass Paper / Hard / Soft Summer / Day / Spring Dark / Autumn / Light Winter / Night / Season Moon / Sun / Earth Star / Loud / Quiet</p>	<p>Herbivore / Carnivore Omnivore / Animal Human / Face / Hair Leg / Knee / Arm / Elbow Back / Head / Toes / Ear Hand / Eye / Fingers Mouth / Nose / Fish Birds / Tree / Petals Trunk / Fruit / Branch Roots / Leaves / Bulb Flowers / Seed / Stem Material / Metal / Wood Rock / Plastic / Hard Glass / Soft / Paper Fabric / Material Smooth / Shiny / Rough Summer / Day / Spring Dark / Autumn / Light Winter / Night / Season Moon / Sun / Earth Moon / Planet / Space Sun / Star / Loud / Quiet Volume / Sound</p>	<p>Animals including humans: Fish / Reptiles Mammals / Birds Amphibians (+ examples of each) / Herbivore Omnivore Carnivore / Leg / Arm Elbow / Head / Ear / Nose Back / Wings / Beak</p> <p>Plants: Deciduous Evergreen trees / Leaves / Flowers (blossom) / Petals Fruit / Roots / Bulb / Seed Trunk / Branches / Stem</p> <p>Everyday materials: Wood / Plastic / Glass Paper / Water / Metal Rock / Hard / Soft / Bendy Rough / Smooth</p> <p>Seasonal Changes: Summer / Spring / Autumn Winter / Sun / Day / Moon Night / Light / Dark</p>	<p>Animals including humans: Survival / Water / Air Food / Adult / Baby Offspring / Kitten / Calf Puppy / Exercise Hygiene</p> <p>Plants: Seeds / Bulbs Water / Light / Growth Temperature</p> <p>Living things and their habitats: Living / Dead Habitat / Energy / Desert Food chain / Predator Prey / Woodland / Pond</p> <p>Everyday materials and their uses: Hard / Soft Stretchy / Stiff / Shiny Dull / Rough / Smooth Bendy / Waterproof Absorbent / Opaque Transparent / Brick Paper / Fabrics Squashing / Bending Twisting / Stretching Elastic / Foil</p>	
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St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

	Year 3	Year 4	Year 5	Year 6	End of Key Stage 2
Observing	<p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</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.</p>	<p>Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</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 (e.g. data loggers).</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.</p> <p>Begin to interpret data and find patterns.</p> <p>Select equipment on my</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.</p> <p>Can interpret data and find patterns.</p> <p>Select equipment on my</p>	<p>Working scientifically</p> <p>The pupil can, using appropriate scientific language from the national curriculum:</p> <p>describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources;</p> <p>ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources);</p>



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

	<p>appropriately (e.g. data loggers).</p> <p>Begin to see a pattern in my results.</p> <p>Begin to choose from a selection of equipment.</p> <p>Begin to observe and measure accurately using standard units including time in minutes and seconds.</p> <p>I can make systematic and careful observations.</p>	<p>Can see a pattern in my results.</p> <p>Can choose from a selection of equipment.</p> <p>Can observe and measure accurately using standard units including time in minutes and seconds.</p>	<p>own.</p> <p>Can make a set of observations and say what the interval and range are.</p> <p>Begin to take accurate and precise measurements – N, g, kg, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line.</p> <p>I can make accurate and precise measurements.</p>	<p>own.</p> <p>Can make a set of observations and say what the interval and range are.</p> <p>Accurate and precise measurements – N, g, km, mm, cm, mins, seconds, cm²V, km/h, m per sec, m/ sec Graphs – pie, line, bar (Y6).</p> <p>I can make accurate and precise measurement.</p>	<p>use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate;</p> <p>record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs;</p> <p>draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways;</p> <p>raise further questions that could be investigated, based on their data and observations.</p> <p>Science content</p> <p>The pupil can: name and describe the functions of the main parts of the digestive [Y4], musculoskeletal [Y3] and</p>
Researching	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>	<p>Begin to recognise when and how secondary sources might help to answer questions that cannot be answered through practical investigations.</p>	<p>Begin to recognise which secondary sources will be most useful to research their ideas.</p>	<p>Recognise which secondary sources will be most useful to research their ideas.</p>	



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Questioning	<p>Ask relevant questions and use different types of scientific enquiries to answer them e.g.</p> <ul style="list-style-type: none">-Why does the moon appear as different shapes in the night sky?-Why do shadows change during the day?-Where does a fossil come from?	<p>Ask relevant questions and use different types of scientific enquiries to answer them e.g.</p> <ul style="list-style-type: none">-Why are steam and ice the same thing?-Why is the liver important in the digestive system?-What do we mean by pitch when it comes to sound?	<p>Plan different types of scientific enquires to answer given questions.</p> <p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>Plan different types of scientific enquiries to answer their own or others' questions.</p> <p>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p>	<p>circulatory systems [Y6]; and describe and compare different reproductive processes and life cycles in animals [Y5];</p> <p>describe the effects of diet, exercise, drugs and lifestyle on how the body functions [Y6];</p> <p>name, locate and describe the functions of the main parts of plants, including those involved in reproduction [Y5] and transporting water and nutrients [Y3];</p>
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St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Planning</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. Begin to raise their own questions about the world around them.</p> <p>Confidently considering known occurrences when making a prediction (hypothesis).</p> <p>Explain reasons for prediction.</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. Raise their own questions about the world around them.</p> <p>Confidently considering known occurrences when making a prediction (hypothesis).</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>Begin to recognise scientific ideas change and develop over time.</p> <p>Confidently considering known occurrences when making a prediction (hypothesis).</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 over time.</p> <p>Confidently considering known occurrences when</p>	<p>use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods [Y6];</p> <p>construct and interpret food chains [Y4];</p> <p>construct and interpret food chains [Y4];</p> <p>describe the requirements of plants for life and growth [year 3]; and explain how environmental changes may have an impact on living things [Y4];</p> <p>use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved [Y6]; and describe how fossils are formed [Y3] and provide evidence for evolution [Y6];</p> <p>group and identify materials [year 5], including rocks [Y3], in different</p>
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St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

			Explain reasons for predictions.	making a prediction (hypothesis). Explain reasons for prediction.	ways according to their properties, based on first-hand observation; and justify the use of different everyday materials for different uses, based on their properties [Y5];
Predicting	Begin to make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.	Make some decisions about which types of enquiry will be the best way of answering questions including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, finding things out using secondary sources.	Begin to select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information).	Select the most appropriate ways to answer science questions using different types of scientific enquiry (including observing changes over different periods of time, noticing patterns, grouping and classifying, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information.)	describe the characteristics of different states of matter and group materials on this basis; and describe how materials change state at different temperatures, using this to explain everyday phenomena, including the water cycle [Y4]; identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Measuring	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 4 focus).	Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y5 maths focus including capacity and mass).	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y6 focus including capacity, mass, ratio and proportion).	<p>solutions into their components [Y5];</p> <p>identify, with reasons, whether changes in materials are reversible or not [Y5];</p> <p>use the idea that light from light sources, or reflected light, travels in straight lines and enters our eyes to explain how we see objects [Y6], and the formation [Y3], shape [Y6] and size of shadows [Y3];</p> <p>use the idea that sounds are associated with vibrations, and that they require a medium to</p>
Reporting	Gather, record, classify and present data in a variety of ways to help in answering questions drawings, labelled diagrams, keys and child constructed bar charts and tables (Year 3 focus).	Gather, record, classify and present data in a variety of ways to help in answering questions drawings, labelled diagrams, keys and child constructed bar charts and tables (Year 4 focus).	Gather, record, classify and present data in a variety of ways to help in answering questions drawings, labelled diagrams, keys and child constructed bar charts and tables (Year 4 focus).	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs (Year 6 focus).	<p>use the idea that sounds are associated with vibrations, and that they require a medium to</p>



St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Interpreting and Evaluating	<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</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.</p> <p>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>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.</p> <p>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>travel through, to explain how sounds are made and heard [Y4];</p> <p>describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source [Y4];</p> <p>describe the effects of simple forces that involve contact (air and water resistance, friction) [Y5], that act at a distance (magnetic forces, including those between like and unlike magnetic poles) [Y3], and gravity [Y5];</p> <p>identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force [Y5];</p> <p>use simple apparatus to construct and control a series circuit, and describe how the circuit may be affected when changes are made to it and use recognised symbols</p>
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St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

	<p>what they have already done.</p> <p>Am beginning to see a pattern in my results.</p> <p>Am 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 see a pattern in my results.</p> <p>Can say what I found out, linking cause and effect.</p> <p>Can say how I could make it better.</p> <p>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 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. Begin to use test results to make predictions to set up further comparative and fair tests.</p>	<p>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. 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 results to make predictions to set up further comparative and fair tests.</p>	<p>to represent simple series circuit diagrams [Y6];</p> <p>describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night [Y5].</p>
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St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

Key Vocabulary	<p>Animals including humans: Movement Muscles / Bones / Skull Nutrition / Skeletons</p> <p>Plants: Air / Light / Soil Water / Nutrients Reproduction / Flower Transportation Dispersal / Pollination</p> <p>Rocks: Fossils / Soils Sandstone / Granite Marble / Pumice Crystals / Absorbent</p> <p>Light: Light / Shadows Mirror / Reflective Dark / Reflection</p> <p>Forces and magnets: Magnetic / Force Contact / Attract / Repel Friction / Poles Push / Pull</p>	<p>Animals including humans: Mouth / Tongue Teeth / Molar / Incisor Oesophagus / Stomach Small intestine / Canine Large intestine Herbivore / Carnivore</p> <p>Living things and their habitats: Vertebrates Fish / Amphibians Reptiles / Birds / Habitat Mammals / Snails / Slugs Invertebrates / Worms Spiders / Insects Environment</p> <p>States of Matter: Solid Liquid / Gas / Heating Evaporation / Freezing Condensation / Particles Temperature</p> <p>Sound: Volume / Pitch Vibration / Wave / Tone Speake</p> <p>Electricity Cells: Wires Bulbs / Switches</p>	<p>Animals including humans: Foetus / Embryo / Womb Gestation / Baby / Toddler Teenager / Elderly / Growth Development / Puberty</p> <p>Living things and their habitats: Mammal / Bird Reproduction / Insect Amphibian / Offspring</p> <p>Properties and changes of materials: Hardness Solubility / Transparency Conductivity / Magnetic Filter / Evaporation Dissolving / Mixing</p> <p>Earth and Space: Earth Sun / Moon / Axis / Rotation Day / Night / Star Phases of the Moon Constellation</p> <p>Forces: Air resistance Water resistance / Friction Gravity / Newton / Gears Pulleys</p>	<p>Animals including humans: Circulatory / Heart / Blood Vessels / Veins / Arteries Oxygenated / Valve Deoxygenated / Exercise Respiration</p> <p>Living things and their habitats: Classification Vertebrates / Invertebrates Micro-organisms Amphibians / Reptiles Mammals / Insects</p> <p>Evolution and Inheritance: Fossils / Adaptation Evolution / Characteristics Reproduction / Genetics</p> <p>Light Refraction : Light Reflection / Spectrum Rainbow / Colour</p> <p>Electricity Cells: Wires Bulbs / Switches / Buzzers Battery / Circuit / Series Conductors / Insulators Amps / Volts / Cell</p>	
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St Mary's Catholic Primary School and Nursery

Progression of Science Knowledge Skills and Concepts

		Buzzers / Battery Circuit / Series, Conductors / Insulators			
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