

Subject	Science									
Subject Leader	Miss Conyard	Miss Conyard								
Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Nursery	Animals focus on humans Senses Body parts Growth from baby to toddler, child. adult Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test Talk about what they see, using a wide vocabulary. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Light Exploring light and colour — effects of light, absence of light etc. Using mirrors — exploring reflection Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test Talk about what they see, using a wide vocabulary. Explore how things work.	Materials Exploration of materials ie the three little pigs Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Plants Life cycles and Growth Planting seeds Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Materials Exploration of materials Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test Use all their senses in handson exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.	Materials Exploration of materials Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Explore how things work. Explore and talk about different forces they can feel. Talk about the differences between materials and changes they notice.				



Reception	Animals focus on humans	Light	Materials	Plants	Materials	Materials
	Senses	Exploring light and colour –	Exploration of materials	Life cycles and Growth	Exploration of materials	Exploration of materials
	Body parts	effects of light, absence of	ie the three little pigs	Planting seeds	Sc1 Gathering and recording	Sc1 Gathering and recording
	Growth from baby to	light etc.	Sc1 Gathering and	Sc1 Gathering and recording data	data	data
	toddler, child. adult	Using mirrors – exploring	recording data	Identify and classify	Identify and classify	Identify and classify
	Sc1 Gathering and recording	reflection	Identify and classify	Observing	Observing	Observing
	data	Sc1 Gathering and recording	Observing	Questioning	Questioning	Questioning
	Identify and classify	data	Questioning	Using simple equipment	Using simple equipment	Using simple equipment
	Observing	Identify and classify	Using simple	Fair testing	Fair testing	Fair testing
	Questioning	Observing	equipment	Performing simple test	Performing simple test	Performing simple test
	Using simple equipment	Questioning	Fair testing			
	Fair testing	Using simple equipment	Performing simple test	Explore the natural world around	Explore the natural world	Explore the natural world
	Performing simple test	Fair testing		them.	around them.	around them.
	Explore the natural world	Performing simple test	Explore the natural world	Describe what they see, hear and feel	Describe what they see,	Describe what they see, hear
	around them.		around them.	whilst outside.	hear and feel whilst outside.	and feel whilst outside.
	Describe what they see,	Explore the natural world	Describe what they see,	Recognise some environments that	Recognise some	Recognise some environments
	hear and feel whilst outside.	around them.	hear and feel whilst	are different to the one in which they	environments that are	that are different to the one in
	Understand the effect of	Describe what they see,	outside.	live.	different to the one in	which they live.
	changing seasons on the	hear and feel whilst outside.	Recognise some	Understand the effect of changing	which they live.	Understand the effect of
	natural world around them.	Recognise some	environments that are	seasons on the natural world around	Understand the effect of	changing seasons on the
		environments that are	different to the one in	them.	changing seasons on the	natural world around them.
	Explore the natural world	different to the one in	which they live.		natural world around them.	
	around them, making	which they live.	Understand the effect of	Explore the natural world around		Understand some important
	observations and drawing	Understand the effect of	changing seasons on the	them, making observations and	Understand some important	processes and changes in the
	pictures of animals and	changing seasons on the	natural world around	drawing pictures of animals and	processes and changes in	natural world around them,
	plants.	natural world around them.	them.	plants.	the natural world around	including the seasons and
	Know some similarities and			Know some similarities and	them, including the seasons	changing states of matter.
	differences between the	Understand some important	Understand some	differences between the natural world	and changing states of	
	natural world around them	processes and changes in	important processes and	around them and contrasting	matter.	
	and contrasting	the natural world around	changes in the natural	environments, drawing on their		
	environments, drawing on	them, including the seasons	world around them,	experiences and what has been read		
	their experiences and what	and changing states of	including the seasons and	in class.		
	has been read in class.	matter.	changing states of matter.	Understand some important processes		
	Understand some important			and changes in the natural world		
	processes and changes in			around them, including the seasons		
	the natural world around			and changing states of matter.		
	them, including the seasons			1	1	1



and changing states of			
matter.			



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Year 1	Seasonal changes -	Animals including humans	Animals including humans	Plants	Materials	Materials continued
	Introduced this half	minimum 5 sessions this	continued minimum 5 sessions	minimum 5 sessions this half term.	minimum 5 sessions this	minimum 5 sessions this half
	term and then	half term.	this half term.		half term.	term.
	additional session			♣ identify and name a variety of	♣ distinguish between an	
	throughout the year to	♣ identify, name, draw and	♣ identify and name a variety of	common wild and garden plants,	object and the material	
	observe changes.	label the basic parts of the	common animals including fish,	including deciduous and evergreen	from which it is made	
		human body and say which	amphibians, reptiles, birds and	trees	♣ identify and name a	
	♣ observe changes	part of the body is	mammals	♣ identify and describe the basic	variety of everyday	
	across the 4 seasons	associated with each sense.	♣ identify and name a variety of	structure of a variety of common	materials, including wood,	
			common animals that are	flowering plants, including trees.	plastic, glass, metal, water,	
	♣ observe and describe	Sc1 Observing	carnivores, herbivores and		and rock	
	weather associated with	Questioning	omnivores	Sc1 Gathering and recording data	♣ describe the simple	
	the seasons and how	Gathering and	♣ describe and compare the	Identify and classify	physical properties of a	
	day length varies	recording data	structure of a variety of	Observing	variety of everyday	
			common animals (fish,	Questioning	materials	
	Sc1	Using simple	amphibians, reptiles, birds and	Using simple equipment	♣ compare and group	
	Identify and classify	Equipment	mammals, including pets)	Fair testing	together a variety of	
	Observing	Fair testing		Performing simple test	everyday materials on the	
	Questioning	Performing simple test	Sc1 Observing		basis of their simple	
	Using simple		Questioning		physical properties.	
	equipment	Exercise using tally charts	Gathering and recording			
		and graphs	data		Sc1	
	Predictions	What we want to know			Identify and classify	
	Fair testing	Eyes tight shut	Using simple		Observing	
	Performing simple		Equipment		Questioning	
	test	Pupils might work	Fair testing		Using simple equipment	
		scientifically by: using their	Performing simple test			
	Pupils might work	observations to compare			Predictions	
	scientifically by: making	and contrast animals at first			Fair testing	
	tables and charts about	hand or through videos and			Performing simple test	
	the weather; and	photographs, describing				
	making displays of what	how they identify and			Guess what	
	happens in the world	group them; grouping			Identifying materials around	
	around them, including	animals according to what			schools	
	day length, as the	they eat; and using their				
	seasons change.	senses to compare				
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	different textures, sounds		
	and smells.		



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Year 2

Materials

minimum 5 sessions this half term.

- * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- A find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Sc1 Using simple equipment Fair testing Performing simple test Predictions Observing

Identify and classify Questioning

Investigate which materials stretch, squash Investigating which materials are waterproof Magic materials and super structures

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Materials continued minimum 5 sessions

this half

term.

Animals focus on humans minimum 5 sessions this half term.

into adults

- ♣ notice that animals, including humans, have offspring which grow
- * find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- A describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Sc1 Observing
 Questioning
 Gathering and recording data

Using simple
Equipment
Fair testing
Performing simple test

Exercise using tally charts and graphs What we want to know Eyes tight shut

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Habitats

minimum 5 sessions this half term.

- * explore and compare the differences between things that are living, dead, and things that have never been alive
- ♣ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- ♣ identify and name a variety of plants and animals in their habitats, including microhabitats
- A 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.
- Sc1 Gathering and recording data Identify and classify Observing Questioning Using simple equipment Fair testing Performing simple test

How many different plants in one small space Bar charts and tally graphs

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (eg, grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

Habitats continued minimum 5 sessions this half term.

Plants – you may wish to start planting before half term in Summer 1 for full affect. minimum 5 sessions this half term.

- ♣ observe and describe how seeds and bulbs grow into mature plants
- * find out and describe how plants need water, light and a suitable temperature to grow and stay health

Sc1 Gathering and recording data

Identify and classify
Observing
Questioning
Using simple equipment
Fair testing
Performing simple test

Investigate which plants grow in dark light with and without water

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.



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Year 3	Animals including	Rocks	Magnets	Light	Plants	Plants cont
	humans	compare and group	compare how things move on	recognise that they need light in	identify and describe the functions of	
		together different kinds of	different surfaces	order to see things and that dark is	different parts of flowering plants:	
	identify that animals,	rocks on the basis of their	observe how magnets attract or	the absence of light	roots, stem/trunk, leaves and flowers	
	including humans, need	appearance and simple	repel each other and attract	notice that light is reflected from	explore the requirements of plants	
	the right types and	physical properties	some materials and not others	surfaces	for life and growth (air, light, water,	
	amount of nutrition, and	describe in simple terms	compare and group together a	recognise that light from the sun	nutrients from soil, and room to	
	that they cannot make	how fossils are formed	variety of everyday materials on	can be dangerous and that there	grow) and how they vary from plant	
	their own food; they get	when things that have lived	the basis of whether they are	are ways to protect their eyes	to plant	
	nutrition from what they	are trapped within rock	attracted to a magnet, and	recognise that shadows are formed	investigate the way in which water is	
	eat	recognise that soils are	identify some magnetic	when the light from a light source is	transported within plants	
	identify that humans	made from rocks and	materials	blocked by an opaque object	explore the part that flowers play in	
	and some other animals	organic matter	notice that some forces need	find patterns in the way that the	the life cycle of flowering plants,	
	have skeletons and	asking relevant questions	contact between two objects,	size of shadows change	including pollination, seed formation	
	muscles for support,	and using different types of	but magnetic forces can act at a		and seed dispersal	
	protection and	scientific enquiries to	distance	making systematic and careful		
	movement	answer them	describe magnets as having two	observations and, where	gathering, recording, classifying and	
		setting up simple practical	poles	appropriate, taking accurate	presenting data in a variety of ways to	
	identifying differences,	enquiries, comparative and	predict whether two magnets	measurements using standard	help in answering questions	
	similarities or changes	fair tests	will attract or repel each other,	units, using a range of equipment,	recording findings using simple	
	related to simple	recording findings using	depending on which poles are	including thermometers and data	scientific language, drawings, labelled	
	scientific ideas and	simple scientific language,	facing	loggers	diagrams, keys, bar charts, and tables	
	processes	drawings, labelled			reporting on findings from enquiries,	
	using straightforward	diagrams, keys, bar charts,	asking relevant questions and		including oral and written	
	scientific evidence to	and tables	using different types of		explanations, displays or	
	answer questions or to	using straightforward	scientific enquiries to answer		presentations of results and	
	support their findings.	scientific evidence to	them		conclusions	
		answer questions or to	setting up simple practical		identifying differences, similarities or	
		support their findings.	enquiries, comparative and fair		changes related to simple scientific	
			tests		ideas and processes	
					Flowers with coloured water	
					experiment – which colour will be	
					drunk and seen through the stem first	
					– can you explain why?,	



Year 4	Electricity	Electricity continued	Sound	States of matter	Living things and their habitats	Animals including
	identify common appliances that		identify how sounds are made,	compare and group materials	recognise that living things can be	humans
	run on electricity		associating some of them with	together, according to whether	grouped in a variety of ways.	describe the simple
	construct a simple series electrical		something vibrating	they are solids, liquids or gases	explore and use classification keys	functions of the
	circuit, identifying and naming its		recognise that vibrations from	observe that some materials	to help group, identify and name	basic parts of the
	basic parts, including cells, wires,		sounds travel through a medium	change state when they are	a variety of living things in their	digestive system in
	bulbs, switches and buzzers		to the ear	heated or cooled, and measure or	local and wider environment	humans
	identify whether or not the lamp		find patterns between the pitch	research the temperature at	recognise that environments can	identify the different
	will light in a simple series circuit,		of a sound and features of the	which this happens in degrees	change and that this can	types of teeth in
	based on whether or not the lamp		object that produced it	Celsius (°C)	sometimes pose dangers to living	humans and their
	is part of a complete loop with a		find patterns between the volume	identify the part played by	things	simple functions
	battery		of a sound and the strengths of	evaporation and condensation in		construct and
	recognise that a switch opens and		the vibrations that produced it	the water cycle and associate the	gathering, recording, classifying	interpret a variety of
	closes a circuit and associate this		recognise that sounds get fainter	rate of evaporation with	and presenting data in a variety of	food chains,
	with whether or not a lamp lights in		as the distance from the sound	temperature	ways to help in answering	identifying
	a simple series circuit		source increases		questions	producers,
	recognise some common		asking relevant questions and	asking relevant questions and	reporting on findings from	predators and prey
	conductors and insulators, and		using different types of scientific	using different types of scientific	enquiries, including oral and	gathering, recording,
	associate metals with being good		enquiries to answer them	enquiries to answer them	written explanations, displays or	classifying and
	conductors		setting up simple practical	identifying differences, similarities	presentations of results and	presenting data in a
	identifying differences, similarities		enquiries, comparative and fair	or changes related to simple	conclusions	variety of ways to
	or changes related to simple		tests	scientific ideas and processes	Observational experiment in	help in answering
	scientific ideas and processes		recording findings using simple	using straightforward scientific	Paddy's Patch. (Hoop in an area of	questions
	using results to draw simple		scientific language, drawings,	evidence to answer questions or	Paddy's patch, what different	reporting on findings
	conclusions, make predictions for		labelled diagrams, keys, bar	to support their findings.	living things are in the hoop?)	from enquiries,
	new values, suggest improvements		charts, and tables	Ice observation over time linked		including oral and
	and raise further questions			to states of matter – will it freeze		written
	recording findings using simple			again if left stuck in a plastic bag		explanations,
	scientific language, drawings,			to the window? Link to seasons.		displays or
	labelled diagrams, keys, bar charts,		Sound of different instruments			presentations of
	and tables		(pitch and volume) – elastic bands			results and
	Make and test different materials in		stretched and rulers (short and			conclusions
	a circuit to see if they are		long) on table			
	conductors or insulators					



Year 5	Earth and Space	Forces	Properties and changes of material	Properties and	Living Things and Habitats	Animals including
10013	Describe the movement of the	Explain that unsupported	Compare and group together a variety of everyday	changes of materials	Describe the differences	humans
	Earth, and other planets,	objects fall towards the	materials on the basis of their simple physical	continued	in the life cycles of a	describe the
	relative to the Sun in the solar	Earth because of the force	properties, including their hardness, solubility,		mammal, an amphibian,	changes as
	system.	of gravity acting between	transparency, conductivity		an insect and a bird	humans develop
	Describe the movement of the	the Earth and the falling	(electrical and thermal), and response to magnets.			to old age
	Moon relative to the Earth.	object	Know that some materials will dissolve in liquid to		Describe the life process	
	Describe the Sun, Earth and	Identify the effects of air	form a solution, and describe how to recover a		of reproduction in some	Pupils could work
	Moon as approximately	resistance, water resistance	substance from a solution		plants and animals.	scientifically by
	spherical bodies.	and friction, that act	Use knowledge of solids, liquids and gases to		reporting and presenting	researching the
	Use the idea of the Earth's	between moving surfaces	decide how mixtures might be separated, including		findings from enquiries,	gestation periods
	rotation to explain day and	Recognise that some	through filtering, sieving and evaporating		including conclusions,	of other animals
	night and the apparent	mechanisms, including	Give reasons, based on evidence from comparative		causal relationships and	and comparing
	movement of the sun across the	levers, pulleys and gears,	and fair tests, for the particular uses of everyday		explanations of and a	them with
	sky.	allow a smaller force to	materials, including metals, wood and plastic		degree of trust in results,	humans; by
		have a greater effect.	Demonstrate that dissolving, mixing and changes of		in oral and written forms	finding out and
	identifying scientific evidence		state are reversible changes		such as displays and other	recording the
	that has been used to support	identifying scientific	Explain that some changes result in the formation		presentations	length and mass of
	or refute ideas or arguments	evidence that has been	of new materials, and that this kind of change is not			a baby as it grows.
	planning different types of	used to support or refute	usually reversible, including changes associated		Examine and investigate	
	scientific enquiries to answer	ideas or arguments	with burning and the action of acid on bicarbonate		parts of a plant	
	questions, including recognising	taking measurements, using	of soda.			
	and controlling variables where	a range of scientific				
	necessary	equipment, with increasing	planning different types of scientific enquiries to			
	reporting and presenting	accuracy and precision,	answer questions, including recognising and			
	findings from enquiries,	taking repeat readings	controlling variables where necessary			
	including conclusions, causal	when appropriate	using test results to make predictions to set up			
	relationships and explanations	using test results to make	further comparative and fair tests			
	of and a degree of trust in	predictions to set up further	recording data and results of increasing complexity			
	results, in oral and written	comparative and fair tests	using scientific diagrams and labels, classification			
	forms such as displays and		keys, tables, scatter graphs, bar and line graphs			
	other presentations	Investigate air resistance.	using test results to make predictions to set up			
		Investigate link between	further comparative and fair tests			
		grams and newtons.				
			Demonstrate through investigation that dissolving,			
	Investigate phases of the moon		mixing and changes of state are reversible changes,			
			including a sugar cube investigation.			1



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Year 6	Living things	Animals Including Humans	Light	Electricity	Evolution & Inheritance	Investigation
					recognise that living	
	describe how living things are	identify and name the main	recognise that light appears to travel in straight	associate the	things have changed over	Discuss with
	classified into broad groups	parts of the human	lines	brightness of a lamp	time and that fossils	children about
	according to common	circulatory system, and		or the volume of a	provide information	what they would
	observable characteristics and	describe the functions of	use the idea that light travels in straight lines to	buzzer with the	about living things that	like to investigate
	based on similarities and	the heart, blood vessels and	explain that objects are seen because they give out	number and voltage	inhabited the Earth	further.
	differences, including micro-	blood.	or reflect light into the eye	of cells used in the	millions of years ago	Support the
	organisms, plants and animals			circuit		children in
		recognise the impact of	explain that we see things because light travels		recognise that living	developing their
	give reasons for classifying	diet, exercise, drugs and	from light sources to our eyes or from light sources	compare and give	things produce offspring	skills in planning,
	plants and animals based on	lifestyle on the way their	to objects and then to our eyes	reasons for variations	of the same kind, but	completing and
	specific characteristics.	bodies function.		in how components	normally offspring vary	evaluating
			use the idea that light travels in straight lines to	function, including the	and are not identical to	experiments –
		describe the ways in which	explain why shadows have the same shape as the	brightness of bulbs,	their parents	
	using simple models to describe	nutrients and water are	objects that cast them	the loudness of	·	Suggest using
	scientific ideas	transported within animals,		buzzers and the	identify how animals and	developing
		including humans.	planning different types of scientific enquiries to	on/off position of	plants are adapted to suit	scientist book for
	reporting and presenting		answer questions, including recognising and	switches	their environment in	ideas.
	findings from enquiries,		controlling variables where necessary		different ways and that	
	including conclusions, causal	planning different types of	,	use recognised	adaptation may lead to	
	relationships and explanations	scientific enquiries to	taking measurements, using a range of scientific	symbols when	evolution.	
	of results, in oral and written	answer questions, including	equipment, with increasing accuracy and precision	representing a simple		
	forms such as displays and	recognising and controlling	recording data and results of increasing complexity	circuit in a diagram.		
	other presentations	variables where necessary	using scientific diagrams and labels, classification	0	planning different types	
	The second secon	, , , , , , , , , , , , , , , , , , , ,	keys, tables, and bar and line graphs	planning different	of scientific enquiries to	
	identifying scientific evidence	taking measurements, using	using test results to make predictions to set up	types of scientific	answer questions,	
	that has been used to support	a range of scientific	further comparative and fair tests	enquiries to answer	including recognising and	
	or refute ideas or arguments.	equipment, with increasing	Tartifer comparative and rail tests	questions, including	controlling variables	
	or results subder or dispariterings	accuracy and precision	using simple models to describe scientific ideas	recognising and	where necessary	
		recording data and results	acing cimple medele to decente occionante la cas	controlling variables	milet e medeesa. ,	
		of increasing complexity	reporting and presenting findings from enquiries,	where necessary	taking measurements,	
		using scientific diagrams	including conclusions, causal relationships and		using a range of scientific	
		and labels, classification	explanations of results, in oral and written forms	taking measurements,	equipment, with	
		keys, tables, and bar and	such as displays and other presentations	using a range of	increasing accuracy and	
		line graphs	Sacritus displays and other presentations	scientific equipment,	precision	
		using test results to make		with increasing	recording data and results	
		using test results to make		with increasing	recording data and results	



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10.00				
predictions to set up further	identifying scientific evidence that has been used to	accuracy and	of increasing complexity	
comparative and fair tests	support or refute ideas or arguments.	precision	using scientific diagrams	
		recording data and	and labels, classification	
using simple models to		results of increasing	keys, tables, and bar and	
describe scientific ideas		complexity using	line graphs	
		scientific diagrams	using test results to make	
reporting and presenting		and labels,	predictions to set up	
findings from enquiries,		classification keys,	further comparative and	
including conclusions,		tables, and bar and	fair tests	
causal relationships and		line graphs		
explanations of results, in		using test results to	using simple models to	
oral and written forms such		make predictions to	describe scientific ideas	
as displays and other		set up further		
presentations		comparative and fair	reporting and presenting	
·		tests	findings from enquiries,	
identifying scientific			including conclusions,	
evidence that has been		using simple models	causal relationships and	
used to support or refute		to describe scientific	explanations of results, in	
ideas or arguments.		ideas	oral and written forms	
			such as displays and other	
		reporting and	presentations	
		presenting findings	presentations	
		from enquiries,	identifying scientific	
		including conclusions,	evidence that has been	
		causal relationships	used to support or refute	
		and explanations of	ideas or arguments.	
		results, in oral and	ideas of arguments.	
		written forms such as		
		displays and other		
		presentations		
		talamete do a catamete		
		identifying scientific		
		evidence that has		
		been used to support		
		or refute ideas or		
		arguments.		