

# Science Progression Grid

Concept	Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Working Scientifically	<b>Questioning and predicting</b>	<ul style="list-style-type: none"> <li>I can ask simple questions.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to ask questions when prompted.</li> <li>I am beginning to ask questions independently.</li> <li>I am beginning to recognise that questions can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>I can ask questions when prompted.</li> <li>I can ask questions independently.</li> <li>I recognise questions can be answered in different ways</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to ask relevant questions independently</li> <li>I can start to make predictions.</li> <li>I am beginning to suggest possible further questions.</li> <li>I can use straightforward scientific evidence to answer questions and support my findings.</li> </ul>	<ul style="list-style-type: none"> <li>I can ask relevant questions independently.</li> <li>I can make sensible predictions.</li> <li>I can suggest possible further questions.</li> <li>I can use straightforward scientific evidence to answer questions and support my findings.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to use test results to make appropriate, linked predictions and ask further questions</li> <li>I am beginning to recognise when other sources of information (secondary sources) will help answer questions that cannot be answered through practical investigations.</li> <li>I am beginning to make predictions for new values.</li> </ul>	<ul style="list-style-type: none"> <li>I can use test results to make appropriate, linked predictions and ask further questions.</li> <li>I recognise when other sources of information (secondary sources) will help answer questions that cannot be answered through practical investigations.</li> <li>I can make predictions for new values.</li> </ul>
	<b>Planning and carrying out investigations</b>	<ul style="list-style-type: none"> <li>I can talk about what is being done in order to answer my questions.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to recognise that scientific questions can be answered in different ways.</li> <li>I am beginning to perform simple tests</li> <li>I am beginning to carry out pre-planned investigations (with support)</li> </ul>	<ul style="list-style-type: none"> <li>I recognise that scientific questions can be answered in different ways.</li> <li>I can perform simple tests.</li> <li>I can carry out pre-planned investigations (with support)</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to make my own decisions about the most appropriate type of scientific enquiry to help me answer questions</li> <li>I am beginning to set up simple practical enquiries.</li> <li>I am beginning to set up simple comparative tests and fair tests.</li> <li>I am beginning to recognise when a simple fair test is necessary and can help decide how to set it up.</li> <li>I am beginning to identify differences, similarities or changes related to simple scientific ideas and processes.</li> </ul>	<ul style="list-style-type: none"> <li>I can start to make my own decisions about the most appropriate type of scientific enquiry to help me answer questions</li> <li>I can set up simple practical enquiries.</li> <li>I can set up simple comparative tests and fair tests.</li> <li>I recognise when a simple fair test is necessary and can help decide how to set it up.</li> <li>I can identify differences, similarities or changes related to simple scientific ideas and processes.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to plan different types of scientific enquiry to answer questions – including recognising and controlling variables where necessary.</li> <li>I am beginning to evaluate the reliability of my methods and suggest sensible improvements to experiments.</li> <li>I am beginning to set up further comparative and fair tests in response to results</li> </ul>	<ul style="list-style-type: none"> <li>I can plan different types of scientific enquiry to answer questions – including recognising and controlling variables where necessary.</li> <li>I can evaluate the reliability of my methods and suggest sensible improvements to experiments.</li> <li>I can set up further comparative and fair tests in response to results</li> </ul>
	<b>Taking and recording observations, measurements and results</b>	<ul style="list-style-type: none"> <li>I can make observations.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to observe closely using simple equipment with help.</li> <li>I am beginning to observe changes over time, with support</li> <li>I am beginning to gather and record simple data to help answer questions (with support)</li> <li>I am beginning to record my findings in a range of ways (with support)</li> </ul>	<ul style="list-style-type: none"> <li>I can observe closely using simple equipment with help.</li> <li>I can observe changes over time, with support</li> <li>I can gather and record simple data to help answer questions (with support)</li> <li>I can record my findings in a range of ways</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to make systematic and careful observations with support</li> <li>I am beginning to help to make decisions about which observations to make, how long to make them for and what type of simple equipment might be used with support.</li> <li>I am beginning to gather and record data to help answer questions.</li> <li>I am beginning to record findings using simple scientific language with support</li> <li>I am beginning to take accurate measurements using standard units using a range of equipment including thermometers and data loggers.</li> <li>I am beginning to record findings through drawings, labelled diagrams, keys, bar charts and tables.</li> <li>I am beginning to help to make decisions about how to analyse my data findings.</li> </ul>	<ul style="list-style-type: none"> <li>I can make systematic and careful observations independently</li> <li>I can help to make decisions about which observations to make, how long to make them for and what type of simple equipment might be used.</li> <li>I can gather and record data to help answer questions.</li> <li>I can take accurate measurements using standard units using a range of equipment including thermometers and data loggers.</li> <li>I can record findings using simple scientific language – demonstrated through drawings, labelled diagrams, keys, bar charts and tables.</li> <li>I can help to make decisions about how to analyse my data findings.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to take accurate, precise measurements using appropriate equipment</li> <li>I can explain when it is appropriate to take repeat measurements with support</li> <li>I am beginning to gather, record, classify and present data in a variety of ways including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs with support</li> <li>I am beginning to choose the most appropriate method for recording data and results with increasing complexity.</li> <li>I can make a series of observations, comparisons and measurements with precision with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can take accurate, precise measurements using appropriate equipment.</li> <li>I can explain when it is appropriate to take repeat measurements.</li> <li>I can gather, record, classify and present data in a variety of ways including scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>I can choose the most appropriate method for recording data and results with increasing complexity.</li> <li>I can make a series of observations, comparisons and measurements with precision.</li> </ul>

	<b>Explaining results and drawing conclusions</b>	<ul style="list-style-type: none"> <li>I am beginning to talk about why things happen.</li> <li>I am beginning to talk about changes.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to talk about my observations and what I have found out.</li> <li>I am beginning to use my observations and ideas to suggest answers to questions.</li> <li>I am beginning to use simple scientific language in context.</li> <li>I am beginning to use simple features to compare objects, materials and living things</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my observations and what I have found out and how I found it out.</li> <li>I can use my observations and ideas to suggest answers to questions.</li> <li>I can use simple scientific language in context.</li> <li>I can use simple features to compare objects, materials and living things</li> </ul>	<ul style="list-style-type: none"> <li>I can report back on findings verbally and through written explanations, displays, presentations etc with support</li> <li>I am beginning to look for changes, patterns, similarities and differences in my data to form conclusions from my findings and answer questions.</li> <li>I am beginning to suggest improvements to investigations.</li> <li>I am beginning to use straightforward scientific evidence to answer questions.</li> <li>I can classify and present data in a variety of ways to help in answering questions with support</li> <li>I am beginning to form sensible conclusions from findings.</li> </ul>	<ul style="list-style-type: none"> <li>I can report back on findings verbally and through written explanations, displays, presentations etc</li> <li>I can look for changes, patterns, similarities and differences in my data to form conclusions from my findings and answer questions.</li> <li>I can suggest improvements to investigations.</li> <li>I can use straightforward scientific evidence to answer questions.</li> <li>I can classify and present data in a variety of ways to help in answering questions.</li> <li>I can form sensible conclusions from findings.</li> </ul>	<ul style="list-style-type: none"> <li>I am beginning to identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>I am beginning to use scientific evidence to support findings.</li> <li>I am beginning to use results to draw conclusions.</li> <li>I am beginning to present observations and data using appropriate methods.</li> <li>I am beginning to make conclusions consistent with evidence and related to scientific understanding.</li> <li>I am beginning to use my results to make predictions and identify when further observations, comparative and fair tests might be needed</li> </ul>	<ul style="list-style-type: none"> <li>I can use scientific evidence to answer questions and use this evidence to support or refute ideas or arguments.</li> <li>I can use scientific evidence to support findings.</li> <li>I can use results to draw conclusions.</li> <li>I can report and present results (using oral and written forms) including conclusions, casual relationships and explanations.</li> <li>I can make conclusions consistent with evidence and related to scientific understanding.</li> <li>I can use my results to make predictions and identify when further observations, comparative and fair tests might be needed</li> </ul>
		<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Scientific Enquiry</b>	<b>Identifying, classifying and grouping</b>	Engage in open-ended activity <b>Playing &amp; Exploring</b>	I am beginning to decide how to sort and group objects, materials and living things with help	I can decide how to sort and group objects, materials and living things with increasing independence	I am beginning to be able to talk about the criteria for sorting, grouping and classifying  I am beginning to use simple keys	I can talk about the criteria for sorting, grouping and classifying  I can use simple keys	I can use and I am beginning to develop keys and other information records to identify classify and describe living things and materials  I am beginning to identify patterns that might be found in the natural environment	I can use and develop keys and other information records to identify classify and describe living things and materials  I can identify patterns that might be found in the natural environment
	<b>Comparative and fair testing</b>	Develop ideas of grouping, sequencing, cause and effect <b>Creating &amp; Thinking Critically</b>  Know about similarities and differences in relation to places, objects, materials and living things  <b>ELG: The World</b>	I am beginning to carry out simple comparative tests, with support	I can carry out simple comparative tests	I am beginning to help to set up simple comparative and fair tests  I am beginning to recognise when a simple fair test is necessary	I can help to set up simple comparative and fair tests  I can recognise when a simple fair test is necessary	I am beginning to recognise when and how to set up comparative fair tests  I am beginning to explain which variables need to be controlled and why	I can recognise when and how to set up comparative fair tests  I can explain which variables need to be controlled and why
	<b>Research using secondary sources</b>	Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world  <b>The World: 30-50 months</b>	I am beginning to use simple secondary sources to find answers to questions, with support	I can use simple secondary sources to find answers to questions	I am beginning to recognise when and how secondary sources might help me to answer questions that cannot be answered through practical investigations	I can recognise when and how secondary sources might help me to answer questions that cannot be answered through practical investigations	I am beginning to recognise which secondary sources will be useful to research my ideas  I am beginning to use a range of sources to support my own evidence and talk about how scientific ideas have developed over time.	I can recognise which secondary sources will be useful to research my ideas  I can use a range of sources to support my own evidence and talk about how scientific ideas have developed over time.
	<b>Pattern seeking</b>	Make links and notice patterns in their experiences  <b>Creating &amp; Thinking Critically</b>	I am beginning to notice patterns with support	I am beginning to notice patterns and relationships, with support	I am beginning to notice naturally occurring patterns and relationships, with support.  I am beginning to decide what data to collect to identify naturally occurring patterns and relationships	I can notice naturally occurring patterns and relationships.  I can decide what data to collect to identify naturally occurring patterns and relationships	I am beginning to look for different causal relationships in my data  I am beginning to identify evidence that refutes or supports my ideas	I can look for different causal relationships in my data  I can identify evidence that refutes or supports my ideas

	Observing over time	Use senses to explore the world around them  Playing & Exploring	I am beginning to observe changes over time, with support	I can observe changes over time, with support	I am beginning to make systematic and careful observations with help	I can make systematic and careful observations	I can observe changes over time and I'm beginning to decide what observations to make, what measurements to use and how long to make them for.	I can observe changes over time, deciding what observations to make, what measurements to use and how long to make them for.	
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Biology	Seasonal changes	<ul style="list-style-type: none"> <li>I can talk about the features of my own immediate environment and how environments might vary from one another</li> <li>I can talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>I can observe changes across the four seasons</li> <li>I can observe and describe the weather associated with the seasons and how day length varies</li> </ul>					<ul style="list-style-type: none"> <li>I can use and evaluate sampling techniques for environmental field work.</li> <li>I can compare populations of living things during the course of the year.</li> <li>I can provide reasons for the changes in population during the year.</li> </ul>	
	Animals	<ul style="list-style-type: none"> <li>I can make observations of animals, explain why some things occur and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>I can identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul>	<ul style="list-style-type: none"> <li>I can notice that animals including humans have offspring which grow into adults</li> <li>I can find out about and describe the basic needs of animals, including humans for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>I can 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</li> <li>I can describe the different diets of different animals including typical herbivores, carnivores and omnivores, giving examples.</li> <li>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>I can construct and interpret a variety of food chains, identify producers, predators and prey</li> </ul>		<ul style="list-style-type: none"> <li>I can describe the ways in which nutrients and water are transported within animals (including humans)</li> </ul>	
	Humans		<ul style="list-style-type: none"> <li>I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<ul style="list-style-type: none"> <li>I can notice that humans have offspring which grow into adults</li> <li>I can find out about and describe the basic needs for survival (food, water, air)</li> <li>I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>I can identify that humans need the right types and amount of nutrition and that they cannot make their own food – they get nutrition from what they eat</li> <li>I can identify that humans have skeletons and muscles for support, protection and movement</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the simple functions of the basic parts of the digestive system in humans</li> <li>I can identify the different types of teeth in humans and their simple functions</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the changes as humans develop to old age</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood</li> <li>I can describe the impact of diet, exercise, drugs and lifestyle on the way bodies function</li> <li>I can describe the ways in which nutrients and water are transported within humans (and other animals)</li> </ul>	
	Plants	<ul style="list-style-type: none"> <li>I can make observations of plants, explain why some things occur and talk about changes</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>I can identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<ul style="list-style-type: none"> <li>I can observe and describe how seeds and bulbs grow into mature plants</li> <li>I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>I can 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</li> <li>I can investigate the way in which water is transported within plants</li> <li>I can explore the part that flowers play in the life-cycle of flowering plants</li> </ul>				
	Living things and their habitats  Evolution and inheritance (Year 6 only)	<ul style="list-style-type: none"> <li>I know about similarities and differences in relation to living things</li> <li>I can talk about the features of my own environment and how environments might vary from one to another</li> </ul>		<ul style="list-style-type: none"> <li>I can explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>I can 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</li> </ul>	<ul style="list-style-type: none"> <li>I can observe closely and identify animal homes</li> <li>I can suggest suitable sites for animal homes, providing simple explanations for my choices using simple scientific vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that living things can be grouped in a variety of ways</li> <li>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>I can describe the life processes of reproduction in some plants and animals</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</li> <li>I can give reasons for classifying plants and animals based on specific characteristics</li> </ul>	

				<ul style="list-style-type: none"> <li>animals and plants, and how they depend on each other</li> <li>I can identify and name a variety of plants and animals in their habitats – including microhabitats</li> <li>I can describe how animals obtain their food from plants and other animals using the idea of a simple food chain</li> <li>I can identify and name different sources of food</li> </ul>	<ul style="list-style-type: none"> <li>I can provide homes and other methods to attract animals</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>I can identify where humans have had an impact on our environment.</li> <li>I can identify ways that humans can damage an environment.</li> <li>I can identify ways in which humans can protect and improve environments.</li> </ul>		<ul style="list-style-type: none"> <li>I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of year ago</li> <li>I can recognise that living things produce offspring, but normally offspring vary and are not identical to their parents</li> <li>I can identify how animals and plants are adapted to suit their environment and that adaptations lead to evolution</li> </ul>
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chemistry	<b>Materials Including:</b>  <b>Everyday uses of materials;</b>  <b>Rocks;</b>  <b>States of matter;</b>  <b>Properties and changes (Mixtures and reactions)</b>	<ul style="list-style-type: none"> <li>I know about similarities and differences in relation to materials and objects</li> </ul>	<ul style="list-style-type: none"> <li>I can distinguish between an object and the material from which it is made</li> <li>I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>I can describe the simple physical properties of a variety of everyday materials</li> <li>I can compare and group together a variety of everyday materials on the basis of their simple properties</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>I can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>I can describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>I can recognise that soils are made from rocks and organic matter</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and group materials together according to whether they are solids, liquids or gases</li> <li>I can observe that some materials change state when they are heated or cooled: measure or research the temperature at which this happens in degrees C</li> <li>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>I can compare and group everyday materials based on their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism</li> <li>I know some materials dissolve in liquid to form a solution and describe how to recover a substance from solution</li> <li>I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>I can demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>I can explain that some changes result in the formation of new materials and that these changes are not usually reversible e.g. changes from burning or the action of acid on bicarbonate of soda</li> </ul>	
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physics	Light				<ul style="list-style-type: none"> <li>I recognise that light is needed in order to see things and that dark is the absence of light.</li> <li>I notice that light is reflected from surfaces.</li> <li>I recognise that light from the sun can be dangerous and that there are ways to protect our eyes.</li> <li>I recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>I can find patterns in the way that the size of a shadow changes.</li> </ul>			<ul style="list-style-type: none"> <li>I recognise that light appears to travel in straight lines.</li> <li>I can 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.</li> <li>I can 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.</li> <li>I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>

<p><b>Forces and magnets</b></p>				<ul style="list-style-type: none"> <li>• I can compare how things move on different surfaces.</li> <li>• I notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• I can observe how magnets attract or repel each other and attract some materials but not others.</li> <li>• I can 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.</li> <li>• I can describe magnets as having two poles.</li> <li>• I can predict whether two magnets will attract or repel each other depending on which poles are facing.</li> </ul>		<ul style="list-style-type: none"> <li>• I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>• I recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</li> </ul>	
<p><b>Sound</b></p>					<ul style="list-style-type: none"> <li>• I can identify how sounds are made, associating some of them with something vibrating.</li> <li>• I recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• I can find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• I can find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• I recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		
<p><b>Electricity</b></p>					<ul style="list-style-type: none"> <li>• I can identify common appliances that run on electricity.</li> <li>• I can construct a simple series electrical circuit identifying and naming its basic parts including cells, wires, bulbs, switches and buzzers.</li> <li>• I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>• I recognise that a switch opens and closes a circuit and can associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• I recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<ul style="list-style-type: none"> <li>• I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• I can compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</li> <li>• I can use recognised symbols when representing a simple circuit in a diagram</li> </ul>	
<p><b>Earth and Space</b></p>						<ul style="list-style-type: none"> <li>• I can describe the movement of the Earth and other planets relative to the sun in the solar system.</li> <li>• I can describe the movement of the moon relative to the Earth.</li> <li>• I can describe the sun, Earth and moon as approximately spherical bodies.</li> <li>• I can use the idea of the Earth's rotation to explain day and night</li> </ul>	

							and the apparent movement of the sun across the sky.	
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