

Science Curriculum Progression Map

Year 1	Skills for Working Scientifically			
	<p>Asking Questions</p> <ul style="list-style-type: none"> - Take part in a range of scientific enquiries: <ul style="list-style-type: none"> • Observation over time • Identifying/classifying • Comparative/fair testing • Research - Ask simple questions - Suggest some appropriate ways to find the answers to our questions - Set up a simple test 	<p>Measuring and Recording</p> <ul style="list-style-type: none"> - Use simple equipment to gather and record data (<i>a ruler, weighing scales, timers</i>) 	<p>Concluding</p> <ul style="list-style-type: none"> - Use simple features to compare and group objects, materials and living things - With support, ask people questions and use secondary sources to find answers - Use observations and ideas to suggest answers to questions - Use the data they have gathered to suggest answers to questions 	
	Scientific Knowledge			
	<p>Everyday Materials</p> <ul style="list-style-type: none"> - Understand the difference between an object and the material it is made from - Identify and explore a variety of everyday materials (<i>including wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil etc.</i>) - Describe the simple physical properties of a variety of everyday materials (<i>see key vocabulary</i>) - Compare and group together materials based on their physical properties <p>Key Vocabulary Object, material Names of materials - Wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil, card/cardboard, rubber, wool, clay Properties of materials - Stretchy, hard, soft, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through,</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Observe animals in the local area - Identify, draw and label the basic parts of the human body (<i>link to PSHE</i>) - Identify the five senses and label which body part is associated with which sense - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Identify and name a variety of common animals that are fish, amphibians, reptiles, birds and mammals - Describe and compare the basic structure of a variety of common animals (<i>fish, amphibians, reptiles, birds and mammals, including pets</i>) <p>Key Vocabulary Parts of the body - Head, body, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, skin, fingers, nose, tongue Parts of animals - Tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Senses - Sight, touch, taste, smell, hearing Carnivore, herbivore, omnivore Fish, amphibian, reptile, bird, mammal Names of animals from each group</p>	<p>Plants</p> <ul style="list-style-type: none"> - Observe and explore plants in the local area - Observe the growth of plants over time - Identify and name common flowers in the local area - Compare a variety of common wild and garden plants - Explain the difference between deciduous and evergreen trees - Identify the parts of a plant (<i>stem, leaves, flowers, petals, fruit, roots, bulb, seed</i>) - Identify the parts of a tree (<i>trunk, branches, root</i>) <p>Key Vocabulary Tree, plant, deciduous, evergreen Parts of trees & plants - leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area</p>	<p>Seasonal Changes</p> <ul style="list-style-type: none"> - Name the four seasons and the months in them - Observe changes across the four seasons - Observe and describe the type of weather in each season - Observe and describe how day length changes in each season (<i>link to Maths</i>) <p>Key Vocabulary Spring, Summer, Autumn, Winter Day, night, sun, sunrise, sunset Months of the year Weather - rain, sun, wind, cloudy, snowy etc.</p>
Year 2	Skills for Working Scientifically			
	<p>Asking Questions</p> <ul style="list-style-type: none"> - Take part in a range of scientific enquiries: <ul style="list-style-type: none"> • Observation over time • Identifying/classifying • Comparative/fair testing • Research - Ask simple questions, based on their knowledge - Plan a test to find the answer to a question - Recognise that scientific questions can be answered in different ways - Know how to set up a fair test and why this is important 	<p>Measuring and Recording</p> <ul style="list-style-type: none"> - Use equipment to gather and record simple data (<i>a ruler, weighing scales, timers, thermometers, measuring cylinders</i>) - Use microscopes to observe (e.g. small creatures and plants) 	<p>Concluding</p> <ul style="list-style-type: none"> - Use criteria to classify or group objects, materials and living things (<i>can be given or self-generated criteria</i>) - Discuss patterns and relationships we have observed - Ask people questions and use secondary sources to find answers - Use observations and ideas to suggest answers to questions - Use the data they have gathered to suggest answers to questions - With support, record and communicate results using simple scientific language (<i>orally and in writing</i>) 	
	Scientific Knowledge			
	<p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> - Observe, describe and compare common uses of everyday materials (<i>including wood, metal, plastic, glass, brick, rock, paper and cardboard</i>) - Identify and compare whether everyday materials are suited to a particular purpose (<i>including how one material can have different uses and one object can be made from different materials</i>) (<i>Link to DT</i>) - Observe and explore how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Key Vocabulary Material, object, purpose, Squashing, Bending, Twisting, Stretching, pushing, Names of materials - Wood, plastic, glass, metal, water, rock, brick, paper, fabrics, elastic, foil, card/cardboard, rubber, wool, clay Properties of materials - Stretchy, hard, soft, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, opaque, transparent,</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Describe and observe the basic stages of the life cycle of a variety of animals (<i>including humans</i>) (<i>e.g. chickens, caterpillar, frog, sheep</i>) - Find out and describe the basic needs of all animals for survival (<i>water, food and air</i>) - Explain why exercise is important for humans - Explain why a balanced diet is important for humans - Explain why good hygiene is important for humans <p>Key Vocabulary <i>(Link to PSHE)</i> Offspring, reproduction, growth, child, life cycle Stages of the life cycle in chosen animals Exercise, hygiene, germs, disease, balanced diet</p>	<p>Plants</p> <ul style="list-style-type: none"> - Observe how plants grow (<i>in the local area or the classroom</i>) - Describe how seeds and bulbs grow into plants - Find out and describe what plants need in order to grow and stay healthy (<i>water, light & suitable temperature</i>) <p>Key Vocabulary Tree, plant, deciduous, evergreen Parts of trees & plants - leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Seed, bulb, growth, healthy, light, shade, warm cool, water, growth</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Observe and explore plants and animals in the local area - Explore and compare the differences between objects and animals that are living, dead and have never been alive - Recognise that most living things live in habitats - Describe how different habitats provide for the basic needs of the plants and animals living there and how they depend on each other - Identify and name a variety of plants and animals in their habitats, including micro-habitats - Compare a known habitat with a less familiar habitat (<i>e.g. the seaside, forest</i>) - Identify and name some different sources of food for animals - Understand and construct a simple food chain to describe how animals get their food <p>Key Vocabulary Food chain, Herbivore, Carnivore, Omnivore, Habitat, Micro-habitat, shelter, move, feed Living, Dead, Never been alive</p>

Science Curriculum Progression Map

	translucent, reflective, non-reflective, flexible, rigid	Fish, amphibian, reptile, bird, mammal		Names of local habitats and micro-habitats
Year 3	Skills for Working Scientifically			
	<p>Asking Questions</p> <ul style="list-style-type: none"> - With support, plan a range of scientific enquiries to answer a question: <ul style="list-style-type: none"> ● Observation over time ● Identifying/classifying ● Comparative/fair testing ● Secondary research - Recognise that different types of enquiry can answer different questions - Ask relevant questions about a topic using prior knowledge - Explain what a fair test is 	<p>Measuring and Recording</p> <ul style="list-style-type: none"> - Recognise that different equipment is used to gather different types of data - Use equipment and standard measurements to gather and record data (<i>rulers/metre sticks, weighing scales, timers, thermometers, measuring cylinders</i>) - With support, gather and record information using drawings, tables or charts 	<p>Concluding</p> <ul style="list-style-type: none"> - Use bar charts, pictograms and tables to present their findings and draw conclusions - With support, use a simple key when presenting data in a chart or table - With support, present findings from an enquiry using oral or written explanations - With support, look for changes, patterns, similarities and differences in our data - Decide our own criteria for grouping, sorting and classifying 	<p>Evaluating</p> <ul style="list-style-type: none"> - Start to adjust predictions and ideas according to their findings - Start to suggest ways an enquiry could be improved or developed
Year 3	Scientific Knowledge			
	<p>Materials - Rocks</p> <ul style="list-style-type: none"> - Describe how soil is made from rocks and organic matter - Describe how fossils are formed when things that have lived are trapped within rock - Observe and describe the difference between sedimentary, metamorphic and igneous rock - Compare and group rocks based on their appearance and physical properties <p>Key Vocabulary</p> <p>Material, soil, rock, fossil, stone, pebble, boulder, grain, crystals, layers, peat, sandy/chalky/clay soil Hard, soft, texture, absorb water, Sedimentary, igneous, metamorphic Marble, chalk, granite, sandstone, slate,</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Identify that humans and some animals have skeletons and muscles for support, protection and movement - Name some important bones in the human body - Understand the importance of a nutritious, balanced diet (<i>link to PSHE</i>) - Understand that animals, including humans, cannot make their own food and get nutrition from what they eat <p>Key vocabulary</p> <p>Animals, including humans Skeleton, bone, muscle, joint Names of bones e.g. skull, ribs, spine balanced diet, nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat,</p>	<p>Plants</p> <ul style="list-style-type: none"> - Identify the parts of plants and trees and describe their function (<i>roots, stem/trunk, leaves flowers</i>) - Identify the parts of the flower and explain their function - Describe the role that flowers play in the life cycle of flowering plants (<i>pollination, seed formation and seed dispersal</i>) - Investigate and describe how water is transported in plants - Describe the requirements of plants for life and growth and how they vary from plant to plant (<i>air, light, water, nutrients from the soil, room to grow</i>) <p>Key vocabulary</p> <p>Plants Growth, germination, pollination, seed formation, fertilization, seed dispersal, pollen, photosynthesis, Parts of flowers and plants - Seed, Bulb, Petals, stem, leaves, bulb, fruit, root, flower, trunk, branches, leaves Parts of the flower - anther, filament, stamen, stigma, ovule, ovary, nectary, sepal</p>	<p>Light</p> <ul style="list-style-type: none"> - Understand that we need light in order to see things - Understand that dark is the absence of light - Describe and observe how a shadow is formed - Observe how light is reflected from surfaces - Observe and explain how a shadow can change shape - Find patterns in the way that the size of a shadow changes (<i>through scientific enquiry</i>) - Describe the dangers of sunlight and suggest how to protect our eyes <p>Key vocabulary</p> <p>Light, dark, light source, shadow, reflection, surface, mirror, sunlight Transparent, translucent, opaque, shiny, matt,</p>
Year 4	Skills for Working Scientifically			
	<p>Asking Questions</p> <ul style="list-style-type: none"> - Independently or with peers, plan a range of scientific enquiries to answer a question: <ul style="list-style-type: none"> ● Observation over time ● Identifying/classifying ● Comparative/fair testing ● Secondary research - Ask relevant questions about a topic using prior knowledge - Recognise when a fair test is necessary, explain what a fair test is and discuss why they are important 	<p>Measuring and Recording</p> <ul style="list-style-type: none"> - Decide what observations to make and which equipment to use when planning an enquiry - Use equipment and standard measurements to gather and record data systematically (<i>rulers/metre sticks, weighing scales, timers, thermometers, measuring cylinders</i>) - Use a data logger to gather and record data - Gather and record information using drawings, tables and charts - Explore and use a classification key to identify and describe living things 	<p>Concluding</p> <ul style="list-style-type: none"> - Use bar charts, time graphs, pictograms and tables to present discrete and continuous data and draw conclusions - Use a simple key when presenting data in a chart or table - Present findings from an enquiry using oral or written explanations - Describe changes, patterns, similarities and differences in our data - Decide our own criteria for grouping, sorting and classifying 	<p>Evaluating</p> <ul style="list-style-type: none"> - Adjust predictions and ideas according to our findings - Suggest ways an enquiry could be improved or developed - Use patterns in our data to ask questions and make predictions
Year 4	Scientific Knowledge			
	<p>States of Matter</p> <ul style="list-style-type: none"> - Describe the three states of matter in simple scientific terms - Group and compare materials based on whether they are solids, liquids or gases - Observe that some materials change state when heated or cooled - Measure (<i>or research</i>) the temperature at which some materials change state (in degrees Celsius) - Describe the part played by evaporation and condensation in the water cycle (<i>and associate the rate of evaporation with temperature</i>) <i>NB - the idea of particles doesn't need to be introduced e.g. a solid keeps its shape and has a fixed volume, a liquid has a fixed volume but changes shape to fit the container, a gas fills all available space and has no fixed shape or volume</i> <p>Key vocabulary</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Identify the parts of the human digestive system and explain their function - Identify the different types of human teeth and explain their function - Construct and interpret food chains to identify predators, producers and prey <p>Key vocabulary</p> <p>Digestive system, digestion, nutrients, Parts of the digestive system - mouth, tongue, teeth, saliva, oesophagus, stomach, small and large intestine, rectum, anus, Teeth - incisors, canines, molars, premolars Food chain, Producer, Consumer, Prey</p>	<p>Electricity</p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity - Name the basic components of a circuit and represent them using diagrams and pictures - Construct a simple series circuit - Predict and test whether a lamp will light in a series circuit (<i>based on whether or not the lamp is part of a loop with a battery</i>) - Describe the function of a switch and predict whether a lamp will light in a series circuit including a switch - Identify some common conductors and insulators (<i>and associate metals with being good conductors</i>) <i>NB - At this stage standard scientific symbols don't need to be taught or used when drawing circuit diagrams, this is introduced in Y6</i> <p>Key vocabulary</p> <p>Electricity, appliance, current, mains, plug,</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Explore different ways of grouping living things, including animals and plants (<i>including grouping vertebrates and invertebrates</i>) - Use classification keys to group, identify and name living things in their local and wider environment - Describe the positive and negative impact of humans on the environment - Explain how changes to a habitat could endanger living things <p>Key Vocabulary</p> <p>classification, classification key,</p>

Science Curriculum Progression Map

	Solid, liquid, gas, state of matter, heating, cooling, melting point, boiling point, temperature, evaporation, condensation, water cycle	Herbivore, Carnivore, omnivore	Circuit, complete circuit, series, insulator, conductor, positive, negative, metal, non-metal Components of a circuit - cell, wire, bulb, switch, buzzer, crocodile clip, motor,	Fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate Habitat, Micro-habitat, environment,	Sound, vibrate, vibration, source, medium, pitch, volume,
Year 5	Skills for Working Scientifically				
	<p>Asking Questions</p> <ul style="list-style-type: none"> - Plan a range of scientific enquiries to answer a question: <ul style="list-style-type: none"> • Observation over time • Identifying/classifying • Comparative/fair testing • Secondary research - Describe what a variable is and identify which variables need to be controlled in a fair test 	<p>Measuring and Recording</p> <ul style="list-style-type: none"> - Decide what observations to make, which measurements to use and what equipment is appropriate - Use equipment and standard measurements to gather and record data (<i>rulers/metre sticks, weighing scales, timers, thermometers, measuring cylinders, data loggers</i>) - Record data in a range of ways, including diagram, tables and charts - Use classification keys to identify and describe living things and materials 	<p>Concluding</p> <ul style="list-style-type: none"> - Present findings from enquiries in a range of ways appropriate for their audience, including using IT programs, oral and written formats (<i>discussing evidence, conclusions and causal relationships</i>) - Present their findings using bar or line graphs, charts or tables - Use diagrams to support their scientific explanations - Identify evidence that supports or refutes scientific ideas and arguments - Explain what a causal relationship is and give examples - Describe how scientific ideas have changed over time 	<p>Evaluating</p> <ul style="list-style-type: none"> - Use the results from an investigation to make predictions - Create and develop a new investigation based on a previous enquiry - Evaluate the findings of an enquiry and suggest how it could be improved 	
	Scientific Knowledge				

	<p>Properties and Changes of Materials</p> <ul style="list-style-type: none"> - Compare and group everyday materials on the basis of their properties (<i>including hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets</i>) - Give reasons for the uses of everyday materials (<i>based on the results of fair and comparative tests</i>) - Recognise that a material dissolves in a liquid to form a solution - Describe how to recover a substance from a solution - Decide how a mixture could be separated (<i>using our knowledge of solids, liquids and gases, e.g. filtering, sieving and evaporating</i>) - Investigate and observe reversible changes (<i>including evaporating, filtering, sieving, melting and dissolving</i>) - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible (<i>e.g. burning, rusting and bicarbonate of soda with acid</i>) <p>OPTION: Research how new materials have been invented/developed by scientists (<i>e.g. Spencer Silver and Ruth Benerito</i>)</p> <p>Key vocabulary Solid, liquid, gas, state of matter, change of state, temperature, evaporation, condensation, solution, mixture, dissolve, sieving, filtration, irreversible, reversible, hardness, soluble, insoluble, transparent, thermal/electrical conductor, magnetic</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Describe the life cycle of a human from birth to old age - Describe the changes experienced in puberty (<i>link to PSHE - SRE</i>) <p>NB - This unit of work should be taught alongside PSHE/SRE</p> <p>Key vocabulary Adult, child, teenager, baby, old age Vocabulary will be linked to PSHE/SRE</p>	<p>Forces</p> <ul style="list-style-type: none"> - Explain how gravity causes unsupported objects to fall towards the Earth - Observe and describe the effect of air resistance - Observe and describe the effect of water resistance - Observe and describe the effect of friction - Observe and describe how some mechanisms allow a smaller force to have a greater effect (<i>e.g. levers, pulleys and gears</i>) <p>OPTION: Research how scientists helped to develop the theory of gravitation (<i>e.g. Isaac Newton and Galileo Galilei</i>)</p> <p>Key vocabulary Gravity, Earth, air resistance, water resistance, friction, mechanism, lever, pulley, gear, force</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Describe the life cycle of a mammal (including humans) - Describe the life cycle of an amphibian - Describe the life cycle of an insect - Describe the life cycle of a bird - Describe the process of sexual and asexual reproduction in plants - Compare and explain the difference between sexual and asexual reproduction in plants and animals <p>OPTION: Research the work of naturalists and animal behaviourists (<i>e.g. David Attenborough and Jane Goodall</i>)</p> <p>Key vocabulary Life cycle, fish, amphibian, reptile, bird, mammal, vertebrate, invertebrate Stages of the life cycle of chosen animals Sexual reproduction, asexual reproduction Pollination, fertilisation, plantlets, runners, bulbs, cuttings Parts of a flower - anther, filament, stamen, stigma, ovule, ovary, nectary, sepal</p>	<p>Earth and Space</p> <ul style="list-style-type: none"> - Describe the Moon, Sun and Earth as approximately spherical bodies - Identify the planets in our solar system - Describe the movement of the Earth and other planets relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Explain why we have night and day and the apparent movement of the Sun across the sky (<i>using the ideas of the Earth's rotation</i>) <p>OPTION: Research the way ideas about the solar system have developed (<i>e.g. looking at the geocentric and heliocentric models and the work of Ptolemy, Alhazen and Copernicus</i>)</p> <p>Key vocabulary Moon, planet, Sun, star, celestial body, orbit, rotation, spherical, solar system, rotate, geocentric, heliocentric, shadow Names of the planets - Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune</p>
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<p>Year 6</p>	<p>Skills for Working Scientifically</p>			
<p>Asking Questions</p> <ul style="list-style-type: none"> - Plan a range of scientific enquiries to answer a question: <ul style="list-style-type: none"> ● Observation over time ● Identifying/classifying ● Comparative/fair testing ● Secondary research - Set up a fair test, identifying and explaining which variables need to be controlled 	<p>Measuring and Recording</p> <ul style="list-style-type: none"> - Decide what observations to make, which measurements to use and what equipment is appropriate - Explain the importance of accuracy and precision when taking measurements - Use equipment and standard measurements to gather and record data (<i>rulers/metre sticks, weighing scales, timers, thermometers, measuring cylinders, data loggers</i>) 	<p>Concluding</p> <ul style="list-style-type: none"> - Present findings from enquiries in a range of ways appropriate for their audience, including using IT programs, oral and written formats (<i>discussing evidence, conclusions, causal relationships and the degree of trust in results</i>) - Present their findings using scatter graphs, bar or line graphs, charts, pie charts or tables - Identify evidence that supports or refutes scientific ideas and arguments (<i>from their own enquiries or secondary sources</i>) 	<p>Evaluating</p> <ul style="list-style-type: none"> - Use the results from an enquiry to make new predictions - Create and develop a new investigation based on the results from a previous enquiry - Evaluate the findings of an enquiry (<i>referring to degree of trust in results, accuracy and precision</i>) 	

	<ul style="list-style-type: none"> - Record data in a range of ways, including diagrams, tables and charts - Develop classification keys to identify and describe living things and materials 	<ul style="list-style-type: none"> - Describe how and why some scientific ideas have changed over time 		
<p>Scientific Knowledge</p>				
<p>Electricity</p> <ul style="list-style-type: none"> - Draw a simple circuit diagram using recognised scientific symbols - Describe how the number and voltage of cells used in a circuit affects the brightness of a lamp or the volume of a buzzer - Compare and give reasons for variations in how components function (e.g. brightness of bulbs or loudness of buzzers, on/off position of switches) <p><i>NB - Children do not need to understand what voltage is but use the terms volts and voltage to describe different batteries</i></p> <p>Key vocabulary Electricity, appliance, voltage, current Circuit - cell, wire, bulb, switch, buzzer, battery, motor, Series, Insulator, conductor Circuit diagram, circuit symbol,</p>	<p>Animals, including humans</p> <ul style="list-style-type: none"> - Identify the main parts of the human circulatory system - Describe the functions of the heart, blood vessels and blood - Describe the positive and negative impact of diet, exercise, drugs and lifestyle on the way our bodies function - Describe how nutrients and water are transported in animals, including humans <p>Key vocabulary Parts of the circulatory system - heart, blood vessels, blood, lungs, Diet, exercise, drugs, nutrients, pulse, rate, oxygen, carbon dioxide, water, muscles,</p>	<p>Evolution and Inheritance</p> <ul style="list-style-type: none"> - Describe some ways in which the Earth and living things have changed over time - Describe how fossils can provide information about living things that inhabited the Earth millions of years ago - Describe how living things produce offspring of the same kind and that parents pass on characteristics to their offspring - Explain how and why normally offspring vary and are not identical to their parents - Describe and compare how animals and plants are adapted to suit their environment - Describe how adaptation over time may lead to evolution <p><i>OPTION: Research the work of paleontologists and scientists (e.g. Mary Anning, Charles Darwin and Alfred Wallace)</i></p> <p>Key Vocabulary Fossil, offspring, characteristics, inherited, species, variation, adaptation, evolution, identical, sexual reproduction,</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Describe how living things are classified into broad groups according to observable characteristics and based on similarities and differences (including microorganisms, plants and animals and how these broader groups can be subdivided e.g. into invertebrates and vertebrates or into fish, amphibians, reptiles, birds and mammals) - Use and develop classification keys to identify plants and animals in the local and wider environment <p><i>OPTION: Find out about the work of relevant scientists (e.g. Carl Linnaeus)</i></p> <p>Key vocabulary Characteristics, classification key, Micro-organisms, plants, flowering, non-flowering, animals, invertebrates, vertebrates, fish, amphibians, reptiles, birds, mammals, insects,</p>	<p>Light</p> <ul style="list-style-type: none"> - Observe and investigate the way light behaves (including light sources, reflections and shadows) - Observe that light appears to travel in straight lines - Explain how we see objects (using the knowledge that light travels in straight lines, light travels from a light source and is reflected by the object into the eye) - Explain why shadows have the same shape as the object that casts them (using our knowledge that light travels in straight lines) <p>Key vocabulary Light, dark, light source, shadow, reflection, surface, mirror, sunlight, transparent, translucent, opaque, shiny, matt, Straight lines, light rays</p>