



**EYFS Science Sequencing**

**EYFS – Understanding the World**

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**Three and Four-Year-Olds: Communication and Language**

- Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"

**Three and Four-Year-Olds: Physical Development**

- Make healthy choices about food, drink, activity and tooth brushing.

**Three and Four-Year-Olds: Understanding the World**

- 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.
- Begin to make sense of their own life-story and family's history.
- Explore how things work.
- 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.
- Explore and talk about different forces they can feel.
- Talk about the differences between materials and changes they notice.

**ELG: Communication and Language: Listening, Attention and Understanding**

- Make comments about what they have heard and ask questions to clarify their understanding.

**ELG: Personal, Social and Emotional Development: Managing Self**

- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

**ELG: Understanding the World: The Natural World**

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

**Nursery**

3 & 4 year olds

We will use all of our senses in hands-on exploration of natural materials.  
 We will explore collections of materials with similar and/or different properties.  
 We will talk about what we see, using a wide vocabulary.  
 We will show interest in different occupations.  
 We will explore how things work.  
 We will begin to understand the need to respect and care for the natural environment and all living things.  
 We will explore and talk about different forces we can feel.  
 We will talk about the differences between materials and changes we notice.

**Reception**

Reception

We will explore the natural world around us.  
 We will describe what we see, hear and feel whilst outside.  
 We will recognise some environments that are different to the one in which we live.  
 We will understand the effect of changing seasons on the natural world around us.  
 We will plant seeds and care for growing plants.  
 We will understand the key features of the life cycle of a plant and an animal

End of EYFS

We will explore the natural world around us, making observations and drawing pictures of animals and plants.  
 We will know some similarities and differences between the natural world around us and contrasting environments, drawing on our experiences and what has been read in class.  
 We will understand some important processes and changes in the natural world around us, including the seasons and changing states of matter.

## Science Sequencing

Science Sequencing						
	Key Stage 1	Key Stage 2				
<b>Working Scientifically</b>	<p style="text-align: center; margin: 0;"><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways.</li> <li>Use simple equipment to observe closely.</li> <li>Perform simple tests.</li> <li>Identify and classify.</li> <li>Use observations and ideas to suggest answers to questions.</li> <li>Gather and record data to help in answering questions.</li> </ul>	<p style="text-align: center; margin: 0;"><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum.</li> <li>Use simple equipment to observe closely including changes over time.</li> <li>Communicate ideas on what they do, and what they discover in a variety of ways.</li> <li>Perform simple comparative tests.</li> <li>Identify, group and classify simply.</li> <li>Use observations and ideas to suggest answers to questions, noticing similarities, differences and patterns. Gather and record data to help in answering questions, including from secondary sources of information.</li> </ul>	<p style="text-align: center; margin: 0;"><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries and fair tests.</li> <li>Make systematic and careful observations.</li> <li>Gather, record, classify and present data in simple ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings and labelled diagrams.</li> <li>Report findings of enquiries including oral and written explanations.</li> <li>Use results to draw simple conclusions and make predictions for new values.</li> <li>Identify differences, similarities or changes related to simple scientific ideas.</li> <li>Use straightforward scientific evidence, to answer questions.</li> </ul>	<p style="text-align: center; margin: 0;"><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Ask relevant questions and use different types of scientific enquiries to answer them.</li> <li>Set up simple practical enquiries, including comparative and fair tests.</li> <li>Make systematic and careful observations and where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> <li>Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>Report findings of enquiries including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Use straightforward scientific evidence, to</li> </ul>	<p style="text-align: center; margin: 0;"><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.</li> <li>Record data and results or increasing complexity using scientific labelled diagrams, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and presentations.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Use scientific language.</li> <li>Describe and evaluate their own and others' scientific ideas related to topics in the National Curriculum (including ideas that have</li> </ul>	<p style="text-align: center; margin: 0;"><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary.</li> <li>Take measurements using a range of scientific equipment with increasing accuracy and precision taking repeat readings when appropriate.</li> <li>Record data and results or increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</li> <li>Use test results to make predictions to set up further comparative and fair tests.</li> <li>Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and presentations.</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>Describe and evaluate their own and others' scientific ideas related to topics in the National Curriculum (including ideas that have</li> </ul>

				answer questions or to support findings.	<p>changed over time) using evidence from a range of sources.</p> <ul style="list-style-type: none"> <li>Group and classify things and recognise patterns.</li> </ul>	<p>changed over time) using evidence from a range of sources.</p> <ul style="list-style-type: none"> <li>Group and classify things and recognise patterns.</li> <li>Find things out using a wider range of secondary sources of information.</li> <li>Use appropriate scientific language and ideas from the National Curriculum to explain, evaluate and communicate their methods and findings.</li> </ul>
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<b>Plants</b>						
	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these.</li> </ul>	<p><b><u>Year 3</u></b></p> <ul style="list-style-type: none"> <li>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>Explore and describe 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>Investigate the way in which water is transported within plants.</li> <li>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>	<b><u>Year 6</u></b>

<b>Living things and their habitats</b>						
	<b><u>Year 1</u></b>	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>Explore and compare the differences between things that are living, dead and things that have never been alive.</li> </ul>	<b><u>Year 3</u></b>	<p><b><u>Year 4</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to</li> </ul>	<p><b><u>Year 5</u></b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> </ul>	<p><b><u>Year 6</u></b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and</li> </ul>

		<ul style="list-style-type: none"> <li>Identify that most living things live in habitats to which they are suited and to describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> <li>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.</li> </ul>		<p>help group, identify and name a variety of living things in their local and wider environment.</p> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals.</li> </ul>	<p>based on similarities and differences, including micro-organisms, plants and animals.</p> <ul style="list-style-type: none"> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ul>
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**Animals, including Humans**

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<ul style="list-style-type: none"> <li>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</li> <li>Group animals according to what they eat Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets.)</li> <li>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>Understand that animals, including humans, have offspring, which grow into adults.</li> <li>Describe the basic needs to animals including humans for survival (water, food and air.)</li> <li>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>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>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>Describe the simple functions of the basic part of the digestive system in humans.</li> <li>Identify the different types of teeth in humans and their simple functions.</li> <li>Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>

**Materials**

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
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	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made.</li> <li>Identify and name a variety of everyday material, including wood, plastic, glass, metal, water and rock.</li> <li>Describe the simple physical properties of a variety of everyday materials.</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><u>Use of everyday materials</u></p> <ul style="list-style-type: none"> <li>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>Describe the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>			<p><u>Properties and changes in materials</u></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</li> <li>Recognise that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li> </ul>	
<b>States of Matter</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Compare and group materials together, according to whether</li> </ul>	<u>Year 5</u>	<u>Year 6</u>

				<p>they are solids, liquids or gases.</p> <ul style="list-style-type: none"> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>		
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**Forces and Magnets**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
			<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• 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>• Describe magnets as having two poles.</li> <li>• 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>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	

**Light**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
			<ul style="list-style-type: none"> <li>• Recognise that they need light in order to</li> </ul>			

			<p>see things and that dark is the absence of light.</p> <ul style="list-style-type: none"> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>			<ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• 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>• 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>• 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>
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**Electricity**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
				<ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs. <b>Also need to create parallel circuits in order to tick off the DT electricals element.</b> switches and buzzers.</li> <li>• 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>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>• Recognise some common conductors and insulators, and</li> </ul>		<ul style="list-style-type: none"> <li>• 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>• 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>• Use recognised symbols when representing a simple circuit in a diagram.</li> <li>- <b>Also need to create circuits using electronics that employ a number of components such as LEDs, resistors, transistors and chips to tick off the DT electricals element</b></li> </ul>

				associate metals with being good conductors.		
<b>Earth and space</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
					<ul style="list-style-type: none"> <li>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li> </ul>	
<b>Seasonal Changes</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>					
<b>Sound</b>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
				<ul style="list-style-type: none"> <li>Identify how sounds are made, associating some of them with something vibrating.</li> <li>Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it .</li> </ul>		

				<ul style="list-style-type: none"> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		
<b>Rocks</b>						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Evolution and Inheritance</b>						
	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li> </ul>



Plants		Plants	Plants	Plants	Living things and their habitats	Living things and their habitats	Living things and their habitats
Tree, leaf, flower, stem, seed	Tree, petals, trunk, fruit, branch,, leaf, roots, leaves, bulb, flowers, seed, stem, sunshine, soil	<p>Names of locally found:</p> <ul style="list-style-type: none"> <li>. garden plants</li> <li>. wild plants</li> <li>. flowering plants</li> <li>. trees</li> </ul> <p>Root, stem, leaf, flower, petals, blossom, seed, deciduous, evergreen, fruit, bulb, branch, trunk, stalk. names of vegetables</p> <p>bud, plant, oak, tree, holly, birch, beech, ash, air, sunlight, water, nutrient, soil, pollination, growth, habitat, wild</p>	<p>Plants, seedling, seeds, shoot, fully grown, growth, healthy, wither, soil, earth, hot, cold, nutrients, water, light</p> <p>bulbs, healthy, temperature, mature, germinate, growth, reproduce, pollination, seed dispersal, roots, flowers, petal, stem, insects, pollen, leaves, sun, survival, food</p>	<p>Plant, flowering, roots, stem, trunk, leaf/leaves, flower, stalk, temperature, absorb, soil, well-drained, fertiliser, nutrients, plant life cycle, transportation, roots, food, root hair, water, light, air, anchor, support, seed, seedling, growth, pollination, seed formation, bud, petal, pollen, nectar, seed, fruit, life/alive, seed dispersal</p> <p>veins, surface, edge, tip, germination, mature,</p>	<p>Climate, weather, temperature, classify, classification keys shelter, conditions, invertebrate, vertebrate, birds, reptiles, insects, fish, mammals, grouping, human impact, living, environment, habitat, amphibians, flowering/non-flowering plants, ferns, mosses, grasses</p> <p>Organism, population, deforestation, development, pollution, positive/negative human impact, variation characteristics, adapt, adaptation, species</p>	<p>Bird, fish, amphibian, reptile, insect, mammal, plants, vertebrate, invertebrate, carnivore, herbivore, omnivore, life cycle, seed, eggs, reproduction, movement, growth, nutrition, gestation, fertilisation, pollen, ovule, stamen, stigma, anther, filament, style, sepal, carpel, formation, germination, pollination, seed dispersal, live young</p> <p>respiration, sensitivity,</p>	<p>Mammal, reptile, insects, amphibians, habitat, micro-organism, adapt, adaptation, characteristics, classify, fungi, virus, bacteria, movement, respiration, reproduction, growth, nutrition, excretion, sensitivity, vertebrate, invertebrates, species, kingdoms, mosses, ferns, woody flowering plants, non-woody flowering plants, organism, micro-organism, bacteria, microbes, fungus, arachnid, mollusc, insects, crustacean</p>
Scientists and Inventors							
Scientists, inventors, names of different jobs and professions	Scientists, inventors, names of different jobs and professions, experiments, designs, test						

<b>Materials</b>		<b>Everyday Materials</b>	<b>Living things and their habitats</b>	<b>Rocks</b>	<b>States of Matter</b>	<b>Properties and changes of materials</b>	<b>Evolution and Inheritance</b>
Material, wood, glass, paper, hard, soft	Material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, material, smooth, shiny, rough, stretchy, stiff, dull, bendy, waterproof, water, fabric	<p>Materials, properties, wood, plastic, glass, metal, rock, water, objects, waterproof/not waterproof, absorbent/not absorbent, shiny, dull, smooth, rough, hard, soft, bendy/not bendy, see through, stretchy, squashing</p> <p>strength, structures, brick, paper, elastic, natural, man-made, foil, stiff, opaque, uses, transparent, reflection</p>	<p>Living things, plants, dead, animals, habitats, energy, conditions, living, non-living, move, grow, feed, breathe, have young, needs, shelter, heat, habitats, alive, dark, light, water, damp, dry, dark, light, micro-habitats, birds, reptiles, mammals, amphibians, fish, insects, food, food chain, food webs, prey, producer, predator, woodland, pond, desert</p> <p>environment, local, protected, pond, endangered, species, ocean, rainforest, seashore, excrete, reproduce, respire, sources of food, conditions, suited to seashore, ocean, rainforest, deciduous, evergreen</p>	<p>Marble, pumice, absorbent, let water through, waterproof, strong, hard, opaque, light, heavy, rock, stone, pebble, boulder, molten, magma, clay, sand, fossil, layers, soil, slate, granite, chalk, sandstone, texture, fossil, crystal,</p> <p>erosion, particles, physical properties, porous, permeable, impermeable, erosion, metamorphic, sedimentary, igneous, weathering, earthquake, volcano, grain</p>	<p>Solid, liquid, gas, state, air, oxygen, melting, boiling, water vapour, evaporation, freezing, condensation, changes of state, water cycle, gaseous particles, energy, temperature, thermometer, water, ice, steam, heat, cool, hot, cold, degrees Celsius (oC)</p> <p>Solidify, boiling point, precipitation, transpiration,</p>	<p>Properties, soluble, insoluble, solute, solution, solvent, electrical/heat conductor, conductivity, new material, insulate, thermal, burning, buoyancy, rusting, filter, filtrate, evaporate, condensation, distillation, gas, solid, liquid, mixture, filtering, sieving, dissolve, mixing, state, burning, oxygen, particles, reversible, irreversible, melting, freezing, reversing, solidifying, rusting, change</p> <p>Combustion, oxidisation, chemical reaction, residue, filtrate,</p>	<p>Natural selection, characteristics, evidence, fossils, parent, offspring, inherit, inheritance, selection, environmental, conditions, adapt, adaptation, DNA, change, features, natural, evolve, chromosomes, variation, species, breed, genes, identical/non-identical, evolution, extinction, reproduction, genetics, competition, survival of the fittest</p> <p>Dominance Recessive</p>
<b>Seasonal Changes</b>		<b>Seasonal Changes</b>		<b>Light</b>	<b>Sound</b>	<b>Earth and Space</b>	<b>Light</b>

<p>Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun</p>	<p>Summer, day, Spring, dark, Autumn, light, Winter, night, Season, Moon, Sun, daytime, wind, rain, sleet, hail, fog, cold, sun, hot.</p>	<p>Seasons, Winter, Summer, Spring, Autumn, daylight, days, hours, day night, dark, sun, moon, months, shadow</p> <p>temperature, Earth, weather, rain, snow, ice, clouds, fog, wind, sleet</p>	<p><b>Everyday materials and their uses</b></p> <p>Manmade, natural, describe, wood, metal, plastic, glass, brick, rock, paper and cardboard and their different uses and properties, shape, suitable, useful, changes, squashing, bending, pushing, pulling, twisting, stretching, reflective, non-reflective, rigid, transparent, opaque, translucent, flexible, stiff, strong, brittle, weak</p> <p>solid, similarities, differences, uses, heat, insulators, conductors, forces</p>	<p>Light, dark, shadow, reflection, direction of light, light source, names of light sources, blocked, bright, dim, mirror, absorb, opaque, transparent, Sunlight</p> <p>absence, surface, natural, man-made/natural, plane mirror, concave mirror, convex, mirror image</p>	<p>Vibration, pitch, sound, travel, noise, wave, volume, high, low, echo, tuning fork, insulate, instrument, percussion, string, brass, woodwind, tunes, sound source, ear drum, vibrate, transmit, vibration, fainter, quieter, louder, tone, tune</p> <p>frequency, medium, insulate, auditory, particle, cochlea, hammer, anvil, stirrup, auditory, nerve, brain, amplitude, absorb</p>	<p>Gravity, gravitational, star, planet, galaxy, meteors, light years, satellite, weight, moon, spin, orbit, revolve, rotation, axis, axes, mass, solar system, spherical, sphere, phases, shadow, clocks, temperature, distance, day, night, Earth, sun, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune, celestial body, sundials, asteroids, comets, dwarf planet, constellation, time zones</p> <p>Elliptical, orbit, hemisphere, eclipse,</p>	<p>Reflect, reflection, shadow, light ray, transmit, opaque, transparent, translucent, emit, absorb, absorption, transmission, dispersion, prism, pupil, retina, iris, optic nerve, lens, lenses, optics, prism, image, cornea, refraction, mirror, convex, concave, light source, spectrum, colour, rainbow</p>
<b>Forces, Earth and Space</b>				<b>Forces and Magnets</b>	<b>Electricity</b>	<b>Forces</b>	<b>Electricity</b>
				<p>Force, magnet, magnetic, magnetic force, attract, gravity, repel, friction, magnetic material, poles, attract, bar magnet, horseshoe magnet, ring magnet, button magnet, North Pole, South Pole, push, pull, direction of force, strength</p> <p>magnetic field, iron, iron filings, direct/non-direct contact, surface, contact, non-contact</p>	<p>Conductor, insulator, device, appliances, mains, plug, components, conductor, insulator, switch, lamp, complete circuit, closed, open, positive, negative, crocodile clip, series circuit, electricity, buzzer, brightness, dim, metal, plastic, cells, wires, battery, fuse, shock, safety, loop, bulbs, symbol</p> <p>terminal, parallel</p>	<p>Force, mechanism, newton, spring, gravity, friction, air/water resistance, upthrust, balanced, unbalanced, gear, lever, pulley, contact/ non-contact, drag, thrust, lift, opposite, pull, push, weight, mass, acceleration, deceleration, resistance</p> <p>Transference of force and motion</p>	<p>Conductor, insulator, battery, cell, lamp, switch, circuit, component, buzzer, motor, voltage, function, brightness, volume, symbols, wires, graphite, simple, series, parallel, plastic, bulb, metal, amps, volts, terminal, voltage, volume, current, resistance, diagrams</p>
<b>Light, Sound and Electricity</b>							