Primary Science Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum *Pupils should be taught:*	***Children at the expected level of development will: -*** • 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. • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Make comments about what they have heard and ask questions to clarify their understanding	***Working Scientifically*** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. ***Plants*** • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. ***Animals including Humans*** • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • identify, name, draw and label the basic parts of the human	***Working Scientifically*** • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions. ***Living Things and their Habitats*** • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • 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.	***Working Scientifically*** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to	***Working Scientifically*** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.	***Working Scientifically*** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. ***Living Things and their Habitats*** • describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • describe the life process of	***Working Scientifically*** • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments. ***Living Things and their Habitats*** • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences,

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		body and say which part of the body is associated with each senses ***Everyday Materials*** • distinguish between an object and the material from which it is made • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties. ***Seasonal Changes*** • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.	***Plants*** • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. ***Animals including Humans*** • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. ***Uses of Everyday Materials*** • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses • find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	answer questions or to support their findings. ***Plants*** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. ***Animals including Humans*** • 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 • identify that humans and some other animals have skeletons and muscles for support, protection and movement. ***Rocks*** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things	***Living Things and their Habitats*** • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. ***Animals including Humans*** • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey. ***States of Matter*** • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	reproduction in some plants and animals. ***Animals Including Humans*** • describe the changes as humans develop to old age. ***Properties and change of Materials*** • 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 • know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes • 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	including microorganisms, plants and animals • give reasons for classifying plants and animals based on specific characteristics. ***Animals Including Humans*** • identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function • describe the ways in which nutrients and water are transported within animals, including humans. ***Evolution and Inheritance*** • recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents • identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. ***Light*** • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects

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				that have lived are trapped within rock • recognise that soils are made from rocks and organic matter ***Light*** • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their eyes • recognise that shadows are formed when the light from a light source is blocked by an opaque object • find patterns in the way that the size of shadows change. ***Forces and Magnets*** • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other,	***Sound*** • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. ***Electricity*** • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.	of acid on bicarbonate of soda. ***Earth and Space*** • 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 • describe the Sun, Earth and Moon as approximately spherical bodies • use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. ***Forces*** • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	are seen because they give out or reflect light into the eye • 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 • use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. ***Electricity*** • associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit • 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 • use recognised symbols when representing a simple circuit in a diagram.

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				depending on which poles are facing			
By the end of the year, children should be able to…							
Plants							
	Nursery: Begin to understand the need to respect and care for the natural environment and all living things Understand the key features of the life cycle of a plant and an animal. **Reception:** Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	To identify the purpose of parts of a plant and why we need them. To identify and name wild plants and their importance. To identify and name garden plants and why we need them. To identify and compare deciduous and evergreen trees and know that differences are positive. To question our environment and how we can improve it. To understand the value of plants.	To identify parts of a plant. To know how plants grow from seeds and bulbs. To describe the life cycle of a plant. To understand how temperature affects plant growth. To understand what plants need to grow. To understand how humans use plants.	To identify and describe parts of flowering plants. To investigate what plants need to grow. To understand the role of plants in the Carbon cycle. To observe plant responses to restriction. To understand how water travels through a plant. To identify parts of a flower. To understand how seeds are formed. To understand how seeds are dispersed. To understand the seed dispersal methods of native trees. To understand the relationship between animals and plants. To describe the life cycle of a flowering plant.			
Vocabulary	branch bulb flower fruit garden grow leaves petals plants root seed soil stem tree vegetables weeds	*common plant names* Wild plants: dandelions, daises, buttercups, clover, nettles and brambles. Garden plants: sunflower, poppy, rose, lily, lavender, iris and buddleia. cultivated deciduous evergreen germination living produce reproduce seedling	coniferous reproduction survival warmth	anchor carbon dioxide oval oxygen pollen emission Carbon Greenhouse effect dispersal fertiliser life processes pollination seed formation			

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		trunk wild					
Animals including Humans							
	Nursery: Understand the key features of a life cycle of a plant and an animal Begin to understand they need to respect and care for the natural environment and all living things **Reception:** Explore the natural world around them, making observation and drawing pictures of animals and plants (ELG)	Identify and name a variety of common animals that should be found in the local environment. Identify and name a variety of common animals using their features. Know the difference between carnivores, herbivores and omnivores. Describe and compare common animals. Understand what camouflage is and why it is important. Identify actions that can have a positive impact on the local environment. Name the basic parts of the human body. Know how different senses are used and appreciated in the environment. Know what happens if one of our senses is lost. Observe similarities and differences in our bodies	Understand the development of a chicken in an egg. Know the differences between babies, young children, adults and elderly people. Know the key parts of a life cycle. To know that animals, including humans, need water and food to survive. Understand what makes a healthy, balanced meal using the different food groups. Know what happens to the human body during exercise.	To know what a skeleton is and the difference between vertebrate and invertebrate. To know whether an animal is an invertebrate or vertebrate. To know the difference between bones and muscles. To understand how muscles work with bones to create movement. To know what types of nutrition animals and humans need. To know how nutrition and health is connected.	Know what a producer, predator and prey is. Understand how producers, predators and prey fit into a food chain. Know the names of different teeth and their functions in humans. Know how to protect teeth and avoid decay. Understand what the digestive system is.	To identify how you know you're getting older. To know the key stages of foetal development. To understand the changes that occur during puberty. To know what happens to the body as it gets old. To know the key milestones in a human life and how they impact on the body. To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	To identify the key parts of the circulatory system in humans. To understand how and where blood flows around the body and why. To understand the functions of blood, blood vessels and the heart in humans. To understand how nutrients and water are transported around the human body. To understand some differences between cells, tissues and muscles. To understand the impact of a healthy lifestyle and drugs on the human body.
Vocabulary	(parts of the body) Beak chin elbow Feathers Fin Fur Noise rough, sight skin horn	amphibians carnivore features herbivore mammals non-living omnivore reptiles webbed feet sense sensory	ethnic origin exercise female germs growth healthy life- cycle male nutrients nutrition stages unhealthy	bones carbohydrates cereals contract dairy endoskeleton exoskeleton fats fibre grains hydrostatic skeleton Joints lipids	abdomen appendix bile canine colon digestive system enamel enzyme gall bladder gastrointestinal tract gut incisor jaw	degradation development embryo emotional foetus gestation hormone lifespan physical processes puberty womb	balanced diet blood blood vessels circulatory system drugs fats heart internal organs lungs muscular organs side effect skeletal

	smell smooth soft Sound sour sweet taste thumb toes tongue tooth Touch			minerals muscles Protection protein relax skeleton skull support vitamins	large intestine liver metabolism molar oesophagus orifice pancreas predatory premolar rectum saliva salivary glands small intestine vegan vegetarian		
				Living Things and their Habitats			
	Nursery: 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. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. **Reception:** 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 (ELG) Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. (ELG) Make comments about what they have heard and ask questions to clarify their understanding (ELG)		Identify, explore and compare the differences between things that are living, dead and things that have never been alive. Know what a habitat is and how it is suited for different animals and plants. Know how a microhabitat provides for the basic needs of different insects. Identify and name a variety of plants and animals in a habitat, including microhabitats. To improve a habitat for minibeasts. To understand what a food chain is.		To know how our local environment has changed and why. To consider how species adapt to natural changes that could happen to an environment. To understand the effect of a greenhouse and relate this to climate change. To understand that changes to an environment can be dangerous to living things. To know how to make a positive change to an environment. To make positive changes to the local environment. Know the seven characteristics of living things. Understand that vertebrates can be grouped in a variety of ways. Understand that invertebrates can be grouped in a variety of ways.	Name the different parts of a flower, including the key sexual parts. Know how plants disperse seeds. Know how plants reproduce asexually. Analyse the most efficient methods for vegetative propagation. Compare insect and amphibian life cycles. Compare mammal, bird and reptile life cycles.	To understand the classification of organisms system created by Carl Linnaeus. Give reasons for classifying plants and animals based on specific characteristics. Use a branching classification key to identify subtle differences between certain animals. Use a branching classification key to identify subtle differences between certain plants. Know that the number of different species found in grasslands depends on the diversity of plants. Explore how to improve an area of grassland.

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					Understand that plants can be grouped variety of ways. To know how scientists use similarities and differences as a basis for organising plants and animals. Use a classification key/branching data base to group, identify and name species according to their features.		
Vocabulary	Dark Dry Leaf Light Litter shade Sunlight		Antarctic Arctic coastal conditions consumer desert diorama food chain food sources habitats invertebrate micro-habitats minibeasts (names of minibeast e.g., milliped, spider) ocean polar predator prey producer rainforest seashore sensing urban vertebrates woodland		adaptation deforestation global warming greenhouse gases human impact nature reserves nonflowering urbanisation warm and cold blooded atmosphere annelids antennae arachnids backbone crustaceans excretion molluscs respiration segments sensitivity species thorax warm blooded/cold blooded	anther asexual carpel conception dormant fertilisation filament fledglings gametes germinate gestation period juvenile metamorphosis nectary nymph ovary ovules pistil pollinator propagation pupa sea anemone sepal sexual stamen stigma style tuber Biodiversity Afforestation	algae anti-biotic bacteria hierarchies kingdoms life domains Linnaean microorganisms mould organisms penicillin phylum taxonomy yeast
Everyday materials							
	Reception: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	Identify and name a range of everyday materials. Distinguish between an object and the material from which it is made.	To identify and describe the properties of different materials. To use observations of the properties of a material to make choices.				

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		Know the properties of different materials. Identify and name magnetic objects. Identify suitable materials for a purpose. Know that some materials occur naturally, and some do not. Know that some materials are absorbent. Identify suitable materials for a given task, considering a material's properties. Know that some materials are waterproof. Investigate the absorbency of fabrics. Know suitability of an object's materials.	To know a range of sustainable materials. To test the suitability of materials. To use the properties of materials, and their environmental impact, to design a product. To investigate the use of materials. To identify and describe the properties of materials used for different balls. To use their observations of the properties of a material to make a prediction on which ball will bounce the highest. To identify and describe the properties of materials used for different bats. To use their understanding of the properties of a material to make predictions. To apply their understanding of the properties of materials to solve problems.				
Vocabulary	Dull Glass Hard metal Plastic Rough Shiny Smooth Soft Wood	bendy/not bendy magnetic material opaque stiff stretchy absorbent man-made not waterproof pipette waterproof	fabric reflective rubber translucent transparent windproof flexible firm sustainable				
Properties and changes of materials							

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	Reception: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)					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. Investigate the conductivity of different materials. Give reasons, based on evidence from comparative and fair tests, for the uses of everyday materials. Understand that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state can be reversible changes. Explain that some changes are not reversible, including changes that create a new material and those associated with burning.	
Vocabulary						chemical condense conductivity dissolving evaporate filter insoluble irreversible property reversable solubility soluble solute solution	

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						solvent suspension thermal transparency fossil fuels global emissions	
States of Matter							
					To explore the properties of solids, liquids and gases To explore how solid, liquids and gases change state To understand how we can use materials changing state to help us create a new product To explain how water changes state To explain how water changes state in the water cycle To research the melting points of different materials		
Vocabulary					change of state condensation cooling evaporation freeze gas liquid melting point particles precipitation state states of matter water cycle water droplets water vapour		
Seasonal Changes							
	Nursery: Know that there are different countries in the world and talk about the differences they have experienced or seen in photos	To understand different types of weather and how it makes us feel. To explore different seasons and the weather that is generally associated with them.					

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	Reception: Understand the effect of changing seasons on the natural world around them Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)	To observe how shadows change throughout the day. To measure rainfall and identify ways to protect ourselves from flooding. To observe how wind changes direction and know its impact. To understand temperature change and why we predict the weather.					
Vocabulary	Autumn Rain Seasons Snow Spring Summer Sunny weather Windy Winter	overcast					
				Light			
				To understand what light is and how it travels. To understand that light from the Sun can be dangerous. To understand that light is reflected from surfaces, including mirrors. To describe the difference between opaque, translucent and transparent objects. To explain how shadows are formed. To understand the relationship between the distance of a light source and the size of a shadow. To understand how coloured light beams mix and what it's like to look			To understand that light travels in straight lines. To investigate shadows and how they change because of light sources and objects. To explain why shadows have the same shape as the objects that cast them. To know that objects are seen because they give out or reflect light into the eye. To use the idea that light travels in straight lines to explain that objects out of sight can sometimes be seen. To explore the light spectrum.

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				through different coloured filters.			
Vocabulary				beam block glare light source ray transparent visible			absence of light light source opaque translucent transparent
Forces and Magnets							
	Reception: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)			To understand magnetism To understand and observe the forces that magnets produce To understand how magnets are used in real life To understand how the earth is used as a magnet To understand how movement is affected by different surfaces		Understand what gravity is. Understand air resistance. Investigate the impact of levers, pulleys and gears on forces. Understand driver and follower gears. Understand water resistance.	
Vocabulary	magnet			attract compass force force meter friction iron magnetic magnetic field names of magnets non-magnetic poles repel spring swerve water resistance		brake cog gears gravitation gravity lever mechanism newton opposing pulleys resistance streamline	
Rocks							

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				To group rocks in different ways according to their observable features To devise their own fair tests for the hardness and permeability of rocks Undertake a rock survey of the local area to identify the local bedrock and other rocks in the environment To understand the process of fossil formation and be able to describe it in simple terms To investigate, discover and classify the different components of soil			
Vocabulary				anthropic base rock body fossil cast fossil chemical fossil extinct igneous impermeable lava magma metamorphic mould fossil organic matter permeable replacement fossil sediment sedimentary sub soil topsoil trace fossil			
Electricity							
	Reception: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG)				To know where electricity comes from and what it can be used for. To construct a simple series circuit, identifying and naming the basic parts. To recognise some conductors and insulators,		Use recognised symbols when representing a simple circuit in a diagram. Explore electrical circuits. Draw an accurate circuit diagram. Explain how a dimmer switch affects resistance.

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					and associate metals with being good conductors. To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp light in a simple series circuit. To predict whether or not a lamp will light in a simple series circuit. To use knowledge of circuits, conductors and electricity to create a product.		Explain how electrical components work. Understand what renewable energy and energy efficiency is.
Vocabulary	electricity,				appliances buzzer cell circuit component conductor crocodile clips electric current electrical insulator fossil fuels insulator mains motor renewable energy wires		component dimmer electrical symbols parallel resistance series switch
Sound							
	Understand sounds they have heard.				To identify how sounds are made To explain how sound travels through a medium to the ear To find patterns between the volume of a sound and the strength of the vibrations To explore what happens to the volume of a sound as the distance from the sound increases To find patterns between the pitch of a sound and		

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					features of the object that produced it To use their knowledge of sound being made by something vibrating to create a musical instrument To use their knowledge of how the pitch of an instrument can be changed		
Vocabulary	quiet, loud, ear,				amplitude pitch vibration wave		
Earth and Space							
						To know the order of the planets in our solar system. To understand the movement of the planets in relation to the Sun. To describe the Sun, Earth and Moon as approximately spherical bodies. To explain how we know the Earth rotates. To explain why we have day and night and how the Earth orbits the Sun. To describe the movement of the Moon relative to the Earth.	
Vocabulary						axis constellation crescent geocentric gibbous heliocentric Jupiter lunar mars Neptune orbit phases (of the moon) Mercury planets Saturn	

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						solar system Uranus Venus waning waxing	
Evolution and Inheritance							
							To identify inherited characteristics in living things. To identify advantages and disadvantages of certain characteristics. To suggest how living things are adapted to extreme environments. To recognise that fossils provide information about changes over time. To understand the implications of key physical aspects of an environment for living things. To understand how humans have evolved over time, and how human behaviour can affect change in species over time.
Vocabulary							adaptation characteristic evolution gene homosapien inheritance natural selection offspring organism variation