



Red Class-Year A						
Communication and Language	Personal, Social and Emotional Development	Understanding the World				
 Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. 	 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	 Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 				
Vikings	Victorians	Wet Wet Wet				
Autumn 1	Spring 1	Summer 1				
Autumn 1	Spring 2	Summer 2				





Red Class-Year B						
Communication and Language	Personal, Social and Emotional Development	Understanding the World				
 Learn new vocabulary. Ask questions to find out more and to check what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. Use new vocabulary in different contexts. 	 Know and talk about the different factors that support their overall health and wellbeing: regular physical activity healthy eating toothbrushing sensible amounts of 'screen time' having a good sleep routine being a safe pedestrian 	 Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them. 				
Early Man	To The Mount And Beyond	The Circle of Life				
Autumn 1	Spring 1	Summer 1				
Autumn 1	Spring 2	Summer 2				





Orange Class-Year A						
Areas of study Seasonal Cha	nges Animals Including Humans			Plants	Everyday Materials	
Vikings		Victorians		Wet Wet Wet		
Autumn 1- Seasonal Changes		Spring 1- Seasonal Changes		Summer 1- Seasonal Changes		
Pupils should be taught to:	Pupils should	be taught to:		Pupils should be taught to:		
observe changes across the 4 seasons; observe changes and beauties accession with the seasons and how day.	observe change	ges across the 4 seasons;	how dov	observe changes across the 4 se	easons;	
length varies.	length varies.	escribe weather associated with the seasons and	now day	length varies.	associated with the seasons and now day	
<u>Seasons:</u> spring, summer, autumn, winter, seasonal change.	• <u>Seasons:</u> spr	ing, summer, autumn, winter, seasonal cha	ange.	 <u>Seasons</u>: spring, summer, and 	utumn, winter, seasonal change.	
 <u>Weather:</u> e.g. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast. 	• <u>Weather:</u> e. _{ hot/warm, c	g. sun, rain, snow, sleet, frost, ice, fog, cloud old, storm, wind, thunder, weather forecast	1, :.	 <u>Weather</u>: e.g. sun, rain, snot cold, storm, wind, thunder, 	w, sleet, frost, ice, fog, cloud, hot/warm, weather forecast.	
 <u>Measuring weather:</u>temperature, rainfall, wind direction, thermometer, rain gauge. 	• <u>Measuring w</u> thermomete	<pre>reather: temperature, rainfall, wind directio r, rain gauge.</pre>	n,	 <u>Measuring weather:</u>temper thermometer, rain gauge. 	rature, rainfall, wind direction,	
• Day length: night, day, daylight.	• <u>Day length:</u> r	night, day, daylight.		• <u>Day length:</u> night, day, daylight.		
Autumn 2- Animals Including Humans		Spring 2- Everyday Materials		Summer 2- Plants		
Pupils should be taught to:	Pupils should	be taught to:		Pupils should be taught to:		
• identify and name a variety of common animals including fish,	 distinguish b made: 	etween an object and the material from wh	nich it is	identify and name a variety of common wild and garden		
 identify and name a variety of common animals that are 	 identify and 	name a variety of everyday materials, inclu	ding wood,	 identify and describe the ball 	and evergreen trees;	
carnivores, herbivores and omnivores;	plastic, glass	, metal, water, and rock;		flowering plants, including trees.	rees.	
describe and compare the structure of a variety of common	 describe the materials; 	simple physical properties of a variety of ev	/eryday			
animals (fish, amphibians, reptiles, birds and mammals including pets):	compare and	group together a variety of everyday mate	rials on			
	the basis of t	their simple physical properties.				
• <u>Names of animal groups:</u> fish, amphibians, reptiles, birds, mammals.	paper, cardb	oard, rubber, fabric.	ОСК,	 Mames of common plants: w deciduous tree, common flo 	wid plant, garden plant, evergreen tree, owering plant, weed, grass.	
• Animal diets: carnivore, herbivore, omnivore.	 <u>Properties of materials</u>: hard, soft, shiny, dull, stretchy, rough, smooth, bendy, not bendy, transparent, opaque, waterproof, not waterproof, absorbent, not absorbent, sharp, stiff. 			Name some features of plan	nts: e.g. flower, vegetable, fruit, berry,	
• Human and animal body parts: e.g. body, head, neck, arms,				leaf/leaves, blossom, petal,	stem, trunk, branch, root, seed, bulb,	
elbows, legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills.	• <u>Other:</u> object.			Name some common types	<u>of plant</u> e.g. sunflower, daffodil.	
• Human senses: sight, hearing, touch, smell, taste.						
• Exploring senses: loud, quiet, soft, rough.						
Other: human, animal, pet.						





Orange Class-Year B						
Areas of study Seasonal Cha	inges Animals Including Humans			Plants	Everyday Materials	
Early Man		To The Mount And Beyond		The Circle of Life		
Autumn 1- Seasonal Changes		Spring 1- Seasonal Changes		Summer 1- Seasonal Changes		
Pupils should be taught to:	Pupils should	be taught to:		Pupils should be taught to:		
 observe changes across the 4 seasons; 	observe cha	nges across the 4 seasons;		observe changes across the	4 seasons;	
 observe and describe weather associated with the seasons and how day length varies. 	 observe and how day len 	d describe weather associated with the seas gth varies.	ons and	 observe and describe weath day length varies. 	ner associated with the seasons and how	
<u>Seasons</u> : spring, summer, autumn, winter, seasonal change.	• <u>Seasons:</u> sp	ring, summer, autumn, winter , seasonal ch	ange.	• <u>Seasons:</u> spring, summer, a	utumn, winter, seasonal change.	
 <u>Weather:</u> e.g. sun, rain, snow, sleet, frost, ice, fog, cloud, hot/warm, cold, storm, wind, thunder, weather forecast. 	• <u>Weather:</u> e. hot/warm, d	g. sun, rain, snow, sleet, frost, ice, fog, clou cold, storm, wind, thunder, weather forecas	d, it.	 <u>Weather:</u> e.g. sun, rain, sno cold, storm, wind, thunder, 	w, sleet, frost, ice, fog, cloud, hot/warm, weather forecast.	
 <u>Measuring weather</u>: temperature, rainfall, wind direction, thermometer, rain gauge. 	• <u>Measuring</u> thermometer	<u>weather:</u> temperature, rainfall, wind directio er, rain gauge.	on,	 <u>Measuring weather:</u> temperature, rainfall, wind direction, thermometer, rain gauge. 		
• <u>Day length:</u> night, day, daylight.	• Day length:	night, day, daylight.		<u>Day length:</u> night, day, daylight.		
Autumn2- Animals Including Humans		Spring 2- Everyday Materials		Sum	imer 2- Plants	
Pupils should be taught to:	Pupils should	be taught to:		Pupils should be taught to:		
 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; 	 distinguish l made; 	between an object and the material from w	hich it is	 identify and name a variety plants, including deciduous 	of common wild and garden and evergreen trees;	
 identify and name a variety of common animals that are carnivores, herbivores and omnivores; 	• identify and plastic, glass	name a variety of everyday materials, inclus, metal, water, and rock;	iding wood,	 identify and describe the ba flowering plants, including t 	isic structure of a variety of common rees.	
 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including 	• describe the materials;	e simple physical properties of a variety of e	veryday			
pets);	 compare an the basis of 	d group together a variety of everyday mat their simple physical properties.	erials on			
identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense						
• <u>Names of animal groups:</u> fish, amphibians, reptiles, birds, mammals.	 <u>Names of m</u> paper, card 	a terials : wood, plastic, glass, metal, water, poard, rubber, fabric.	rock,	<u>Names of common plants:</u>	wild plant, garden plant, evergreen tree,	
Animal diets: carnivore, nerbivore, omnivore.	Properties of	of materials: hard, soft, shiny, dull, stretchy	, rough,	Name some features of plan	nts: e g flower vegetable fruit herry	
legs, knees, face, ears, eyes, nose, hair, mouth, teeth, hands, feet, tail, wings, feathers, fur, beak, fins, gills.	smooth, be waterproof	ndy, not bendy, transparent, opaque, wate , absorbent, not absorbent, sharp, stiff.	erproof, not	leaf/leaves, blossom, petal, soil.	, stem, trunk, branch, root, seed, bulb,	
• Human senses: sight, hearing, touch, smell, taste.	• <u>Other:</u> obje	ct.		<u>Name some common types</u>	of plant e.g. sunflower, daffodil.	
<u>Exploring senses:</u> loud, quiet, soft, rough.						
• <u>Other:</u> human, animal, pet.						





Yellow Class-Year A					
Areas of study	Animals Including Humans	Plants	Living things and their habi	tats	(Materials) Use of Everyday Materials
	Vikings	Victorians		Wet Wet Wet	
Autumn 1- Animal ind	luding humans	Spring 1- Use of Everyday Materials		Summer	r 1- Plants
 Pupils should be taught to: notice that animals, including into adults; find out about and described including humans, for survive describe the importance for hamounts of different types of the statement of the statem	ng humans, have offspring which grow the basic needs of animals, val (water, food and air); numans of exercise, eating the right food, and hygiene.	 Pupils should be taught to • identify and compare th materials, including wood and cardboard for partice find out how the shapes of can be changed by squash 	o: e suitability of a variety of everyday od, metal, plastic, glass, brick, rock, paper cular uses; of solid objects made from some materials ning, bending, twisting and stretching	 Pupils shot observe a find out a temperat 	uld be taught to: and describe how seeds and bulbs grow into mature plants; and describe how plants need water, light and a suitable aure to grow and stay healthy.
 Being born and growing: Ye develop, change, hatch, lay Young and adult names: e., duckling and duck. Life cycle stages: e.g. baby, frogspawn, tadpole, froglet Survival and staying health exercise, diet, nutrition, heat exercise, diet, nutrition, heat alternatives, carbohydrates Previously introduced vocab 	bung, offspring, live young, grow, , fly, crawl, talk. g. lamb and sheep, kitten and cat, toddler, child, teenager, adult; ;, frog. <u>y:</u> basic needs, survive, food, air, althy, balanced diet, hygiene, germs. etables, proteins, dairy and s, oil and spreads, fat, salt, sugar. ulary: water.	 <u>Changing shape:</u> squash <u>Properties of materials:</u> elastic. <u>Other:</u> suitability, recycl 	, bend, twist, stretch. e.gstrong, flexible, light, hard-wearing,	 <u>Growth o</u> store, life <u>Needs of</u> <u>Name diff</u> <u>Names of</u> Previously i cold, habita 	<u>f plants:</u> germination, shoot, seed dispersal, grow, food cycle, die, wilt, seedling, sapling. <u>plants:</u> sunlight, nutrition, light, healthy, space, air. <u>ferent types of plant:</u> e.g. bean plant, cactus. <u>i different habitats:</u> e.g. rainforest, desert. introduced vocabulary: water, temperature, warm, hot, at.





Autumn 2	Spring 2- Use of Everyday Materials	Summer 2- Living things and their habitats
	 Pupils should be taught to: 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 	 Pupils should be taught to: 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.
	 <u>Changing shape:</u> squash, bend, twist, stretch. <u>Properties of materials:</u> e.gstrong, flexible, light, hard-wearing, elastic. <u>Other:</u> suitability, recycle, pollution. 	 Living or dead: living, dead, never living, not living, alive, never been alive, healthy. <u>Habitats including microhabitats:</u> depend, shelter, safety, survive, suited, space, minibeast, air. Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration. <u>Food chains:</u> food sources, food, producer, consumer, predator, prey. <u>Names of habitats and microhabitats:</u> e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat. Previously introduced vocabulary: senses, carnivore, herbivore, omnivore, seed, water, names of materials.





Yellow Class-Year B					
Areas of study	Animals Including Humans	Plants Living things and their habitats (Materials) Use			(Materials) Use of Everyday Materials
E	arly Man	To The Mount and Beyond		Beyond The Circle of Life	
Autumn 1- Ani	mal including humans	Spring 1- Use of everyday materials Summer 1- Plan		Summer 1- Plants	
 Pupils should be taught to: notice that animals, including into adults; find out about and described including humans, for survived describe the importance for humans of exercise, eating food, and hygiene. 	ng humans, have offspring which grow the basic needs of animals, val (water, food and air); the right amounts of different types of	 Pupils should be tau identify and compa materials, including and cardboard for p find out how the sh materials can be ch stretching 	ght to: re the suitability of a variety of everyday g wood, metal, plastic, glass, brick, rock, paper particular uses; napes of solid objects made from some anged by squashing, bending, twisting and	 Pupils shows observe find out temperative 	ould be taught to: and describe how seeds and bulbs grow into mature plants; and describe how plants need water, light and a suitable ature to grow and stay healthy.
 <u>Being born and growing:</u> Ye develop, change, hatch, lay <u>Young and adult names:</u> e., duckling and duck. <u>Life cycle stages:</u> e.g. baby, frogspawn, tadpole, froglef <u>Survival and staying health</u> exercise, diet, nutrition, heat exercise, diet, nutrition, heat alternatives, carbohydrates Previously introduced vocab 	pung, offspring, live young, grow, , fly, crawl, talk. g. lamb and sheep, kitten and cat, toddler, child, teenager, adult; ;, frog. <u>y:</u> basic needs, survive, food, air, althy, balanced diet, hygiene, germs. etables, proteins, dairy and s, oil and spreads, fat, salt, sugar. ulary: water.	 <u>Changing shape:</u> sq Properties of mate elastic. <u>Other:</u> suitability, r 	uash, bend, twist, stretch. <u>rials:</u> e.gstrong, flexible, light, hard-wearing, ecycle, pollution.	 <u>Growth</u> store, li <u>Needs c</u> <u>Name d</u> <u>Names</u> <u>Previousl</u> cold, hab 	of plants: germination, shoot, seed dispersal, grow, food fe cycle, die, wilt, seedling, sapling. <u>of plants:</u> sunlight, nutrition, light, healthy, space, air. <u>ifferent types of plant:</u> e.g. bean plant, cactus. <u>of different habitats:</u> e.g. rainforest, desert. y introduced vocabulary: water, temperature, warm, hot, itat.







Autumn 2	Spring 1- Use of everyday materials	Summer 1- Living things and their habitats
	 Pupils should be taught to: 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 	 Pupils should be taught to: 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.
	 <u>Changing shape:</u> squash, bend, twist, stretch. <u>Properties of materials:</u> e.g. strong, flexible, light, hard-wearing, elastic. <u>Other:</u> suitability, recycle, pollution. 	 Living or dead: living, dead, never living, not living, alive, never been alive, healthy. Habitats including microhabitats: depend, shelter, safety, survive, suited, space, minibeast, air. Life processes: movement, sensitivity, growth, reproduction, nutrition, excretion, respiration. Food chains: food sources, food, producer, consumer, predator, prey. Names of habitats and microhabitats: e.g. under leaves, woodland, rainforest, sea shore, ocean, urban, local habitat. Previously introduced vocabulary: senses, carnivore, herbivore, omnivore, seed, water, names of materials.





Areas of study	Animals Including Humans	Plants	Forces and Magnets	Light	Materials (Rocks)
Vikings			Victorians	Wet V	Vet Wet
Autumn 1- Anim	al including humans	Spring 1-	Forces and magnets	Summe	r 1- Plants
 Pupils should be taught to: identify that animals, includ and amount of nutrition, an own food; they get nutritior identify that humans and so and muscles for support, pro- 	ing humans, need the right types d that they cannot make their i from what they eat; me other animals have skeletons otection and movement. • co a a a b b c c c c c c c c c c c c c c c	appils should be taught to: compare how things move o different surfaces; notice that some forces need orces can act at a distance; observe how magnets attrac naterials and not others; compare and group together a variety of everyday materia attracted to a magnet, and ic describe magnets as having a attract or repel each other, c	n d contact between 2 objects, but magnetic t or repel each other and attract some als on the basis of whether they are dentify some magnetic materials; 2 poles; predict whether 2 magnets will lepending on which poles are facing	 Pupils should be taught to: identify and describe the functions of roots, stem/trunk, leaves and flowe explore the requirements of plants for life and growth (air, light, grow) and how they vary from plant investigate the way in which water i explore the part that flowers play in including pollination, seed formatio 	of different parts of flowering plants: rs; water, nutrients from soil, and room to t o plant; is transported within plants; the life cycle of flowering plants, n and seed dispersal.
 <u>Food groups and nutrients:</u> unsaturated), vitamins, min <u>Skeletons and muscles:</u> ske protection, support, organs muscles, biceps, triceps, con shell, vertebrate, invertebra hydrostatic skeleton. <u>Names of human bones:</u> e.g vertebral column, ribcage, p ulna, pelvis, radius, femur, f Other: energy. 	fibre, fats (saturated and erals. leton, muscles, tendons, joints, , voluntary muscles, involuntary ntract, relax, bone, cartilage, te, endoskeleton, exoskeleton, g. skull, spine, backbone, belvis, clavicle, scapula, humerus, tibia, fibula.	How things move: move, mo <u>Types of forces</u> : push, pull, c <u>Magnets:</u> magnetic, magnet norseshoe magnet, ring mag pole), attract, repel, compas <u>Magnetic and non-magnetic</u> eviously introduced vocabul	vement, surface , distance, strength. ontact force, non-contact force, friction . ic field, magnetic force, bar magnet, net, magnetic poles (north pole, south s. <u>materials</u> : e.g. iron, nickel, cobalt. ary: metal, names of materials.	 <u>Water transportation:</u> transport, ev absorb, anchor. <u>Life cycle of flowering plants:</u> pollinator, seed formation, seed dis fertilisation, fertilise, stamen, anthe ovary, ovule, sepal, carbon dioxide. Previously introduced vocabulary: life 	aporation, evaporate, nutrients, ation (insect/wind), pollen, nectar, persal (animal/wind/water), reproduce, er, filament, carpel (pistil), stigma, style, e cycle.





Autumn 2	Spring 2-Light	Summer 2-Materials (Rocks)
	 Pupils should be taught to: 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. 	 Pupils should be taught to: 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 that have lived are trapped within rock; recognise that soils are made from rocks and organic matter
	 Light and seeing: dark, absence of light, light source, illuminate, visible, shadow, translucent, energy, block. Light sources: e.g. candle, torch, fire, lantern, lightning. Reflective light: reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, moon. Sun safety: dangerous, glare, damage, UV light, UV rating, sunglasses, direct. Previously introduced vocabulary: opaque, transparent, sunlight, sun. 	 <u>Types of rock:</u> sedimentary rock, igneous rock, metamorphic rock. <u>Properties of rocks:</u> permeable, semi-permeable, impermeable, durable. <u>Names of rocks:</u> e.g. marble, chalk, granite, sandstone, slate. <u>Formation of rocks and fossils:</u> natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil. <u>Soil:</u> sandy, chalky, clay, peaty, loamy, topsoil, subsoil, bedrock, mineral, organic matter, compost. <u>Other:</u> palaeontology. Previously introduced vocabulary: soil, water, air.





Green Class-Year B							
Areas of study	Animals Including Human	s Plants	Light	Forces and	Magnets	Materials (Rocks)	
Early Man		То	The Mount And E	Beyond		The Circle of Life	
Autumn 1- Anima	als including humans	Sprir	ng 1- Forces and r	nagnets	9	Summer 1- Plants	
 Pupils should be taught to: identify that animals, including amount of nutrition, and that t they get nutrition from what th identify that humans and some muscles for support, protection 	humans, need the right types and hey cannot make their own food; ney eat; e other animals have skeletons and and movement.	 Pupils should be taught to: compare how things move on different surfaces; notice that some forces need contact between 2 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 2 poles; predict whether 2 magnets will attract or repel each other, depending on which poles are facing 			 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. 		
 Food groups and nutrients: fib vitamins, minerals. Skeletons and muscles: skeletor protection, support, organs, vo muscles, biceps, triceps, contra vertebrate, invertebrate, endo: skeleton. Names of human bones: e.g. s column, ribcage, pelvis, clavicl radius, femur, tibia, fibula. Other: energy. Previously introduced vocabulation 	re, fats (saturated and unsaturated), on, muscles, tendons, joints, oluntary muscles, involuntary act, relax, bone, cartilage, shell, skeleton, exoskeleton, hydrostatic kull, spine, backbone, vertebral e, scapula, humerus, ulna, pelvis, ry: movement.	 <u>How things move:</u> move: move: <u>Types of forces:</u> push <u>Magnets:</u> magnetic, in horseshoe magnet, ripole), attract, repel, or <u>Magnetic and non-magnetic an</u>	ove, movement, surfac , pull, contact force, no magnetic field, magnet ng magnet, magnetic p compass. ag <u>netic materials</u> : e.g. i vocabulary: metal, nam	e, distance, strength. on-contact force, friction. tic force, bar magnet, oles (north pole, south ron, nickel, cobalt. tes of materials.	 <u>Water transportation:</u> trabsorb, anchor. <u>Life cycle of flowering pl</u>pollinator, seed formatior reproduce, fertilisation, (pistil), stigma, style, ova Previously introduced voc 	ransport, evaporation, evaporate, nutrients, lants: pollination (insect/wind), pollen, nectar, on, seed dispersal (animal/wind/water), fertilise, stamen, anther, filament, carpel ary, ovule, sepal , carbon dioxide. :abulary: life cycle.	





Autumn 2	Spring 2- Light	Summer 2- Materials (Rocks)
	 Pupils should be taught to: 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 	 Pupils should be taught to: 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 that have lived are trapped within rock; recognise that soils are made from rocks and organic matter
	 Light and seeing: dark, absence of light, light source, illuminate, visible, shadow, translucent, energy, block. Light sources: e.g. candle, torch, fire, lantern, lightning. <u>Reflective light:</u> reflect, reflection, surface, ray, scatter, reverse, beam, angle, mirror, moon. <u>Sun safety:</u> dangerous, glare, damage, UV light, UV rating, sunglasses, direct. Previously introduced vocabulary: opaque, transparent, sunlight, sun. 	 <u>Types of rock:</u> sedimentary rock, igneous rock, metamorphic rock. <u>Properties of rocks:</u> permeable, semi-permeable, impermeable, durable. <u>Names of rocks:</u> e.g. marble, chalk, granite, sandstone, slate. <u>Formation of rocks and fossils:</u> natural, human-made, magma, lava, molten rock, sediment, erosion, fossilisation, layers, bone, fossil. <u>Soil:</u> sandy, chalky, clay, peaty, loamy, topsoil, subsoil, bedrock, mineral, organic matter, compost. <u>Other:</u> palaeontology. Previously introduced vocabulary: soil, water, air.





Blue Class-Year A							
Areas of study	Animals Including Humans	s Sound	Electricity	Living Things and	d Their Habitats	Materials (states of matter)	
Vikings		Victorians			Wet Wet Wet		
Autumn 1- Ani	mals including humans		Spring 1-Electrici	ity	Summer 1- Living things and their habitats		
 Pupils should be taught to: describe the simple function system in humans; identify the different types of functions; construct and interpret a va producers, predators and pr 	is of the basic parts of the digestive of teeth in humans and their simple riety of food chains, identifying ey.	 Pupils should be taug identify common ap construct a simple so basic parts, including identify whether or based on whether or based on whether or battery; recognise that a swir with whether or not recognise some commetals with being go 	ht to: pliances that run on electeries electrical circuit, ide g cells, wires, bulbs, switch not a lamp will light in a s r not the lamp is part of s tch opens and closes a ci t a lamp lights in a simple mon conductors and ins ood conductors.	tricity; entifying and naming its ches and buzzers; simple series circuit, a complete loop with a rcuit and associate this series circuit; ulators, and associate	 Pupils should be taught recognise that living th explore and use classifi variety of living things i recognise that environi pose dangers to living things to	to: ings can be grouped in a variety of ways; cation keys to help group, identify and name a n their local and wider environment; ments can change and that this can sometimes chings.	
 <u>Digestive system:</u> digest, dig glands, oesophagus, stomad intestine, duodenum, large <u>Types of teeth and dental c</u> wisdom teeth, tooth decay, <u>Food chains and animal die</u> Previously introduced vocabe predator, excretion, habitat. 	gestion, tongue, teeth, saliva, salivary ch, liver, pancreas, gall bladder, small intestine, rectum, anus, faeces, organ. are: molar, premolar, incisor, canine, plaque, enamel, baby (milk) teeth. ts: decomposer, food web. alary: producer, consumer, prey,	 <u>Electricity:</u> mains-po- appliances, devices. <u>Circuits:</u> circuit, simp circuit. <u>Circuit parts:</u> bulb, c <u>Materials:</u> electrical <u>Other:</u> safety. Previously introduced 	wered, battery-powered ple series circuit, comple ell, wire, buzzer, switch, conductor, electrical ins I vocabulary: names of m	d, mains electricity, plug, te circuit, incomplete motor, battery. sulator. aterials.	 <u>Living things:</u> organism <u>Grouping living things:</u> characteristics. <u>Names of invertebrate</u> insects. <u>Invertebrate body part</u> segments, mandible, p <u>Environmental changes</u> natural changes, climat invasive species, endar Previously introduced vo amphibian, reptile, skele names for animal body p 	s, specimen, species. classification, classification keys, classify, <u>animals</u> : snails and slugs, worms, spiders, <u>s:</u> e.g. wing case, abdomen, thorax, antenna, roboscis, prolegs. <u>s:</u> environment, environmental dangers, adapt, te change, deforestation, pollution, urbanisation, ngered species, extinct. peabulary: carbon dioxide, fish, bird, mammal, eton, bone, vertebrate, invertebrate, backbone, parts, names of common plants, photosynthesis	





Autumn 2	Spring 2-Sound	Summer 2-States of matter
	 Pupils should be taught to: 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 	 Pupils should be taught to: 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.
	 <u>Parts of the ear:</u> eardrum. <u>Making sound:</u> vibration, vocal cords, particles. <u>Measuring sound:</u> pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance. <u>Other:</u> soundproof, absorb sound. 	 <u>States of matter:</u> solids, liquids, gases, particles. <u>State change:</u> evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour. <u>Water cycle:</u> precipitation, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail. <u>Other:</u> atmosphere. Previously introduced vocabulary: temperature, rain, cloud, snow, wind, sun, hot, cold, absorb, carbon dioxide.





Blue Class-Year B						
Areas of study Animals Including Human	s Sound Electricity	Living Things and T	Their Habitats	Materials (states of matter)		
Early Man	To The Mount An	d Beyond	The Circle of Life			
Autumn 1- Animals including humans	Spring 1-Elect	ricity	Summer 1- Living things and their habitats			
 Pupils should be taught to: 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. 	 Pupils should be taught to: identify common appliances that run on construct a simple series electrical circuir basic parts, including cells, wires, bulbs, series and the series on whether or not a lamp will light i based on whether or not the lamp is part battery; recognise that a switch opens and closes with whether or not a lamp lights in a sir recognise some common conductors and i metals with being good conductors. 	electricity; t, identifying and naming its switches and buzzers; in a simple series circuit, t of a complete loop with a a circuit and associate this nple series circuit; nsulators, and associate	 Pupils should be taught to: recognise that living things can be grouped in a variety of ways; explore and use classification keys to help group, identify and name variety of living things in their local and wider environment; recognise that environments can change and that this can sometime pose dangers to living things. 			
 <u>Digestive system:</u> digest, digestion, tongue, teeth, saliva, salivary glands, oesophagus, stomach, liver, pancreas, gall bladder, small intestine, duodenum, large intestine, rectum, anus, faeces, organ. <u>Types of teeth and dental care:</u> molar, premolar, incisor, canine, wisdom teeth, tooth decay, plaque, enamel, baby (milk) teeth. <u>Food chains and animal diets:</u> decomposer, food web. Previously introduced vocabulary: producer, consumer, prey, predator, excretion, habitat. 	 <u>Electricity:</u> mains-powered, battery-pow appliances, devices. <u>Circuits:</u> circuit, simple series circuit, con circuit. <u>Circuit parts:</u> bulb, cell, wire, buzzer, swith <u>Materials:</u> electrical conductor, electrical <u>Other:</u> safety. Previously introduced vocabulary: names of the safety of the safety. 	ered, mains electricity, plug, nplete circuit, incomplete tch, motor, battery. I insulator. of materials.	 <u>Living things:</u> organisms <u>Grouping living things:</u> organisms <u>Grouping living things:</u> organisms <u>Characteristics.</u> <u>Names of invertebrate as insects.</u> <u>Invertebrate body parts</u> segments, mandible, pro- <u>Environmental changes:</u> natural changes, climate invasive species, endang Previously introduced voo amphibian, reptile, skeler names for animal body parts 	 , specimen, species. lassification, classification keys, classify, unimals: snails and slugs, worms, spiders, e.g. wing case, abdomen, thorax, antenna, oboscis, prolegs. _environment, environmental dangers, adapt, e change, deforestation, pollution, urbanisation, gered species, extinct. sabulary: carbon dioxide, fish, bird, mammal, ton, bone, vertebrate, invertebrate, backbone, arts, names of common plants, photosynthesis 		





Autumn 2	Spring 2-Sound	Summer 2-States of matter
	Pupils should be taught to:	Pupils should be taught to:
	 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 	 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.
	 <u>Parts of the ear:</u> eardrum. <u>Making sound:</u> vibration, vocal cords, particles. <u>Measuring sound:</u> pitch, volume, amplitude, sound wave, quiet, loud, high, low, travel, distance. <u>Other:</u> soundproof, absorb sound. 	 <u>States of matter:</u> solids, liquids, gases, particles. <u>State change:</u> evaporate, condense, melt, freeze, heat, cool, melting point, freezing point, boiling point, water vapour. <u>Water cycle:</u> precipitation, evaporation, condensation, ground run-off, collection, underground water, bodies of water (sea, river, stream), water droplets, hail. <u>Other:</u> atmosphere. Previously introduced vocabulary: temperature, rain, cloud, snow, wind, sun, hot, cold, absorb, carbon dioxide.





Areas of study	Animals Including Humans	Properties and Changes of Materials	Earth and	Space	Forces	Living Things and Their Habitats	
Vikings		Victorians		Wet Wet Wet			
Autumi	n 1- Earth and space	Spring 1- Properties and changes of ma	terials		Summer	1-Animals including humans	
 Pupils should be taught to: 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 		 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 of acid on bicarbonate of soda. 		 Pupils should be taught to: describe the changes as humans develop to old age. 			
 Solar system: star, planet. Names of planets: Mercury Neptune, Uranus. Shape: spherical bodies, spl Movement: rotate, axis, orl Theories: geocentric model Day length: sunrise, sunset Previously introduced vocab heat, light, reflect. 	r, Venus, Earth, Mars, Jupiter, Saturn, nere. bit, satellite. , heliocentric model, astronomer. , midday, time zone. ulary: Sun, moon, shadow , day, night,	 <u>Properties of materials</u>: thermal conductor/insulator, magnetism, electrical resistance, transparency. <u>Mixtures and solutions</u>: dissolving, substance, soluble, insoluble. <u>Changes of materials</u>: reversible change, physical change, irreversible change, chemical change, burning, new material, product. <u>Separating</u>: sieving, filtering, magnetic attraction. Previously introduced vocabulary: electrical conductor/insulator, bulb, translucent. 		 Process or reproduct Changes a puberty, a age, horm Changing hair. Previously i animals and 	f reproductio tion, sperm, a and life cycle menstruation nones, sweat. body parts: e introduced vo d animal grou	n: gestation, asexual reproduction, sexual egg, cells, clone. embryo, foetus, uterus, prenatal, adolescence, n, adulthood, menopause, life expectancy, old e.g. breasts, penis, larynx, ovaries, genitalia, pubic pcabulary: reproduction, reproduce, types of ups, fertilisation.	





Autumn 2	Spring 2-Forces	Summer 2-Living things and their habitats
	Pupils should be taught to:	Pupils should be taught to:
	 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object; 	 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird;
	 identify the effects of air resistance, water resistance and friction, that act between moving surfaces; 	describe the life process of reproduction in some plants and animals
	 recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect. 	
	• <u>Types of forces:</u> air resistance, water resistance, buoyancy, upthrust, Earth's gravitational pull, gravity, opposing forces, driving force.	 <u>Reproduction</u>: asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings embryo adolescent penis vagina egg pregnancy gestation
	 <u>Mechanisms:</u> levers, pulleys, gears/cogs. <u>Measurements:</u> weight, mass, kilograms (kg), Newtons (N), scales, 	בעננווקט, בווטראס, מעטרפגנבווג, אינקווט, כבה, ארבווער, בשנענטו.
	speed, fast, slow. <u>Other:</u> streamlined, Earth. 	Previously introduced vocabulary: life cycle, pollination, offspring, fertilise, fertilisation, sepal, filament, anther, stamen, pollen, petal,
	Previously introduced vocabulary: air, heat, moon.	stigma, style, ovary, carpel, ovule, stem, bulb, roots, mammal, adult, baby, sperm, cells, live young.





Indigo Class-Year B							
Areas of study	Properties and Change	es of Materials Earth and Space Fo			orces	Living Things and Their Habitats	
Early Man		То	The Mount and Beyond		The Circle of Life		
Autumn 1- Earth and space		Spring 1- Properties and changes of materials			Summer 1-Animals including humans		
Pupils should be taught to:		Pupils should be taught to:			Pupils should be taught to:		
 describe the movement of the Earth and other planets relative to the Sun in the solar system; 		 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; 			 describe the changes as humans develop to old age. 		
 describe the movement of the Mo describe the Sun, Earth and Moor 	oon relative to the Earth; n as approximately spherical	 know that some mate describe how to record 	erials will dissolve in liquid to form ver a substance from a solution;	a solution, and			
bodies; use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky		 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 of acid on bicarbonate of soda.					
Solar system: star, planet. Names of planets: Mercury, Venu	us, Earth, Mars, Jupiter, Saturn,	 Properties of materia electrical resistance, t Mixtures and solution 	i <mark>ls:</mark> thermal conductor/insulator, r transparency. ns: dissolving, substance, soluble, i	nagnetism, nsoluble.	Process of reprodu reproduction, sper	rm, egg, cells, clone.	
Neptune, Uranus.		<u>Changes of materials:</u> reversible change, physical change, irreversible			<u>Changes and life cycle:</u> embryo, foetus, uterus, prenatal, adolese puberty, menstruation, adulthood, menopause, life expectancy.		
• <u>Movement</u> : rotate axis orbit sat	ellite	 <u>Separating</u>: sieving, fi 	Itering, magnetic attraction.		age, hormones, sw	reat.	
Theories: geocentric model, helio	centric model, astronomer.	Proviously introduced y	vocabulary: electrical conductor/ir	culator bulb	<u>Changing body par</u>	ts: e.g. breasts, penis, larynx, ovaries, genitalia, pubic	
• <u>Day length:</u> sunrise, sunset, midd	lay, time zone.	translucent.			hair.		
Previously introduced vocabulary: Sun, moon, shadow, day, night, heat, light, reflect.					Previously introduce animals and animal §	ed vocabulary: reproduction, reproduce, types of groups, fertilisation.	





Autumn 2	Spring 2-Forces	Summer 2-Living things and their habitats
	 Pupils should be taught to: 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. 	 Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird; describe the life process of reproduction in some plants and animals
	 <u>Types of forces:</u> air resistance, water resistance, buoyancy, upthrust, Earth's gravitational pull, gravity, opposing forces, driving force. <u>Mechanisms:</u> levers, pulleys, gears/cogs. <u>Measurements:</u> weight, mass, kilograms (kg), Newtons (N), scales, speed, fast, slow. <u>Other:</u> streamlined, Earth. Previously introduced vocabulary: air, heat, moon. 	 <u>Reproduction</u>: asexual reproduction, sexual reproduction, gestation, metamorphosis, gametes, tuber, runners/side branches, plantlet, cuttings, embryo, adolescent, penis, vagina, egg, pregnancy, gestation. Previously introduced vocabulary: life cycle, pollination, offspring, fertilise, fertilisation, sepal, filament, anther, stamen, pollen, petal, stigma, style, ovary, carpel, ovule, stem, bulb, roots, mammal, adult, baby, sperm, cells, live young.





Violet Class-Year A						
Areas of study Animals Including Humar	ns Living Things and Their Habitats Ev	olution and Inheritance Light Electricity				
Vikings	Victorians	Wet Wet Wet				
Autumn 1 Living things and their habitats	Spring 1-Light	Summer 1- Animals including humans				
 Pupils should be taught to: describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics 	 Pupils should be taught to: recognise that light appears to travel in straight lines; 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; 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. 	 Pupils should be taught to: 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. 				
 <u>Classifying:</u> Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. <u>Microorganisms:</u> bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose. 	 <u>Reflection:</u> periscope. <u>Seeing light:</u> visible spectrum, prism. <u>How light travels:</u> light waves, wavelength, straight line, refraction. Previously introduced vocabulary: names and properties of materials, absorb. 	 <u>Circulatory system:</u> circulation, heart, pulse, heartbeat, heart rate, lungs, breathing, blood vessels, blood, pump, transported, oxygenated blood, deoxygenated blood, oxygen, arteries, veins, capillaries, chambers, plasma, platelets, white blood cells, red blood cells. <u>Lifestyle:</u> drug, alcohol, smoking, disease, calorie, energy input, energy output. <u>Other:</u> water transportation, nutrient transportation, waste products. Previously introduced vocabulary: carbon dioxide. 				





Autumn 2	Spring 2-Electricity	Summer 2-Evolution and inheritance
•	 Pupils should be taught to: 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. 	 Pupils should be taught to: 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.
	 <u>Flow and measure of electricity:</u> voltage, amps, resistance, electrons, volts (V), current. <u>Circuits</u>: symbol, circuit diagram, component, function, filament. <u>Variations</u>: dimmer, brighter, louder, quieter. <u>Types of electricity</u>: natural electricity, human-made electricity, solar panels, power station. <u>Other</u>: positive, negative. 	 <u>Classifying:</u> Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. <u>Microorganisms:</u> bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose.





Violet Class-Year B							
Areas of study Animals Including Human	S	Living Things and Their Habitats	Evo	olution and Inheritance	Light	Electricity	
Early Man		To The Mount And Beyond	The Cir	rcle of Life			
Autumn 1 Living things and their habitats		Spring 1-Light		Summer 1- Anima	als including h	numans	
 • describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals; give reasons for classifying plants and animals based on specific characteristics 	 recognise that light appears to travel in straight lines; 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; 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. 			 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. 			
 <u>Classifying:</u> Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. <u>Microorganisms:</u> bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose. 	<u>Refle</u> <u>Seeir</u> <u>How</u> Previo absorb	<u>ection:</u> periscope. <u>ng light:</u> visible spectrum, prism. <u>light travels:</u> light waves, wavelength, straight line, refract usly introduced vocabulary: names and properties of mate).	rials,	 <u>Circulatory system:</u> circulation, h lungs, breathing, blood vessels, b blood, deoxygenated blood, oxyg chambers, plasma, platelets, whit <u>Lifestyle:</u> drug, alcohol, smoking, output. <u>Other:</u> water transportation, nutring Previously introduced vocabulary: 	eart, pulse, hearth plood, pump, trans gen, arteries, veins te blood cells, red disease, calorie, e rient transportatio carbon dioxide.	peat, heart rate, ported, oxygenated s, capillaries, blood cells. energy input, energy n, waste products.	





Autumn 2	Spring 2-Electricity	Summer 2-Evolution and inheritance
	 Pupils should be taught to: 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. 	 Pupils should be taught to: 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.
	<u>Flow and measure of electricity</u> : voltage, amps, resistance, electrons, volts (V), current. <u>Circuits</u> : symbol, circuit diagram, component, function, filament. <u>Variations</u> : dimmer, brighter, louder, quieter. <u>Types of electricity</u> : natural electricity, human-made electricity, solar panels, power station. <u>Other</u> : positive, negative	 <u>Classifying:</u> Carl Linnaeus, Linnaean system, flowering and non-flowering plants, variation. <u>Microorganisms:</u> bacteria, single-celled, microbes, microscopic, virus, fungi, fungus, mould, antibiotic, yeast, ferment, microscope, decompose.