

**Science Progression: EYFS to KS3**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>Working Scientifically</b>							
<p>choose the resources they need for their chosen activities and say when they do or don't need help</p> <p>know about similarities and differences in relation to places, objects, materials and living things</p> <p>make observations of animals and plants explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>select and use technology for particular purposes</p> <p>represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories</p> <p>talk about the features of their own immediate environment and how environments might vary from one another</p> <p>explain why some things occur and talk about changes</p>	<p>Begin to ask simple questions and recognising that they can be answered in different ways</p> <p>Begin to observe closely, using simple equipment</p> <p>Begin to perform simple tests</p> <p>Begin to identify and classify</p> <p>Begin to gather and record data to help in answering questions.</p> <p>Begin to use their observations and ideas to suggest answers to questions</p>	<p>ask simple questions and recognising that they can be answered in different ways</p> <p>observe closely, using simple equipment</p> <p>perform simple tests</p> <p>identify and classify</p> <p>gather and record data to help in answering questions.</p> <p>use their observations and ideas to suggest answers to questions</p>	<p>Begin to ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Begin to set up simple practical enquiries, comparative and fair tests</p> <p>Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers</p> <p>Begin to gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Begin to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Begin to identify differences, similarities or changes related to simple scientific ideas and processes</p>	<p>ask relevant questions and using different types of scientific enquiries to answer them</p> <p>set up simple practical enquiries, comparative and fair tests</p> <p>make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers</p> <p>gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>use straightforward scientific evidence to</p>	<p>Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>Begin to record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Begin to use test results to make predictions to set up further comparative and fair tests</p> <p>Begin to 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 other presentations</p> <p>Begin to identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p> <p>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>use test results to make predictions to set up further comparative and fair tests</p> <p>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 other presentations</p> <p>identify scientific evidence that has been used to support or refute ideas or arguments</p>	<p>pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility</p> <p>understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review</p> <p>evaluate risks. Experimental skills and investigations</p> <p>ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience</p> <p>make predictions using scientific knowledge and understanding</p> <p>select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate</p> <p>use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety</p> <p>make and record observations and</p>

			<p>Begin to use straightforward scientific evidence to answer questions or to support their findings</p>	<p>answer questions or to support their findings</p>			<p>measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements</p> <p>apply sampling techniques. Analysis and evaluation</p> <p>apply mathematical concepts and calculate results present observations and data using appropriate methods, including tables and graphs</p> <p>interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</p> <p>present reasoned explanations, including explaining data in relation to predictions and hypotheses</p> <p>evaluate data, showing awareness of potential sources of random and systematic error</p> <p>understand and use SI units and IUPAC (International Union of Pure and Applied Chemistry) chemical nomenclature</p> <p>use and derive simple equations and carry out appropriate calculations</p> <p>undertake basic data analysis including simple statistical techniques.</p>
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Plants							
<p>Make observations of plants</p> <p>Know some names of plants, trees and flowers</p> <p>May be able to name and describe different plants, trees and flowers</p> <p>Show some care for their world around them</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants.</p> <p>Identify and name the roots, trunk, branches and leaves of trees</p>	<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and warmth to grow and stay healthy</p>	<p>Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers</p> <p>Explore the part flowers play in a flowering plants life cycle, including pollination, seed formation and seed dispersal</p> <p>Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants</p> <p>Know the way in which water is transported between plants</p>				<p>The role of leaf stomata in gas exchange in plants.</p> <p>Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.</p> <p>The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere</p> <p>The adaptations of leaves for photosynthesis.</p> <p>Plants making carbohydrates in their leaves by photosynthesis and gaining mineral nutrients and water from the soil via their roots.</p>

Animals, Including Humans							
<p>Be able to identify different parts of their body.</p> <p>Have some understanding of healthy food and the need for variety in their diets.</p> <p>Be able to show care and concern for living things.</p> <p>Know the effects exercise has on their bodies.</p> <p>Have some understanding of growth and change.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is</p>	<p>Know that animals, including humans, have offspring which grow into adults</p> <p>Know the basic stages in a life cycle for animals, including humans.</p> <p>Find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise,</p>	<p>Identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get their nutrition from what they eat.</p> <p>Know how nutrients, water and oxygen are transported within animals and humans.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Describe the changes as humans develop to old age.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>The hierarchical organisation of multicellular organisms: from cells to tissues to organs to systems to organisms.</p> <p>The tissues and organs of the human digestive system, including adaptations to function and how the digestive system digests food (enzymes simply as biological catalysts)</p>

Can talk about things they have observed including animals	associated with each sense	eating the right amounts of different types of food, and hygiene.	<p>Know about the importance of a nutritious, balanced diet.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>				<p>Calculations of energy requirements in a healthy daily diet</p> <p>The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</p> <p>The structure and functions of the gas exchange system in humans, including adaptations to function</p> <p>The effects of recreational drugs (including substance misuse) on behaviour, health and life processes.</p>
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**Evolution and Inheritance**

						<p>Know about evolution and can explain what it is.</p> <p>Know how fossils can be used to find out about the past.</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution- recognise that living things have changed over time and that fossils provide information about living things that inhabited the</p>	<p>Heredity as the process by which genetic information is transmitted from one generation to the next</p> <p>The variation between individuals within a species being continuous or discontinuous, to include measurement and graphical representation of variation</p> <p>The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection Changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully</p>
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						Earth millions of years ago	and reproduce, which in turn may lead to extinction  The importance of maintaining biodiversity and the use of gene banks to preserve hereditary material.
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**Living Things and their Habitats**

<p>Comments and questions about the place they live or the natural world.</p> <p>Shows care and concern for living things and the environment.</p> <p>Can talk about things they have observed such as plants and animals.</p> <p>Notices features of objects in their environment.</p> <p>Comments and asks questions about their familiar world.</p>		<p>Explore and compare the difference between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food.</p>		<p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger to living things.</p>	<p>Know the life cycle of different living things, e.g. Mammal, amphibian, insect bird.</p> <p>Know the process of reproduction in plants.</p> <p>Know the process of reproduction in animals.</p>	<p>Classify living things into broad groups according to observable characteristics and based on similarities and differences.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>The dependence of almost all life on Earth on the ability of photosynthetic organisms, such as plants and algae, to use sunlight in photosynthesis to build organic molecules that are an essential energy store and to maintain levels of oxygen and carbon dioxide in the atmosphere</p> <p>The adaptations of leaves for photosynthesis.</p> <p>The interdependence of organisms in an ecosystem, including food webs and insect pollinated crops</p> <p>The importance of plant reproduction through insect pollination in human food security</p> <p>How organisms affect, and are affected by, their environment, including the accumulation of toxic materials.</p>
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**Electricity**

<p>May have some understanding that objects need electricity to work.</p>				<p>Identify common appliances that run on electricity.</p>		<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</p>	<p>Electric current, measured in amperes, in circuits, series and parallel circuits, currents</p>
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<p>May understand that a switch will turn something on or off.</p>				<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes the circuit and associate this with whether a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Know the difference between a conductor and an insulator, giving examples of each.</p> <p>Safety when using electricity.</p>		<p>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.</p> <p>Use recognised symbols when representing a simple circuit in a diagram</p>	<p>add where branches meet and current as flow of charge</p> <p>Potential difference measured in volts, battery and bulb ratings, resistance measured in ohms, as the ratio of potential difference (p.d.) to current</p> <p>Differences in resistance between conducting and insulating components (quantitative).</p> <p>Separation of positive or negative charges when objects are rubbed together: transfer of electrons, forces between charged objects</p> <p>The idea of electric field, forces acting across the space between objects not in contact.</p>
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**Forces**

<p>know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Make observations of animals and plants, explain why some things occur, and talk about changes.</p>			<p>Compare how things move on different surfaces.</p> <p>Know how a simple pulley works and use making lifting an object simpler</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract and repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials based</p>		<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object and the impact of gravity on our lives.</p> <p>Identify the effects of air resistance, water resistance and friction, which act between moving surfaces.</p> <p>Recognise that some mechanisms, including levers, pulleys, and gears, allow a smaller force to have a greater effect.</p>		<p>Opposing forces and equilibrium: weight held by stretched spring or supported on a compressed surface</p> <p>Forces being needed to cause objects to stop or start moving, or to change their speed or direction of motion (qualitative only)</p> <p>Change depending on direction of force and its size</p>
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			<p>on whether they are attracted to a magnet and identify some magnetic materials.</p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>				
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**Earth and Space**

					<p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>Describe the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Describe the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>		<p>Gravity force, weight = mass x gravitational field strength (g), on Earth <math>g=10 \text{ N/kg}</math>, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only)</p> <p>Our Sun as a star, other stars in our galaxy, other galaxies</p> <p>The seasons and the Earth's tilt, day length at different times of year, in different hemispheres the light year as a unit of astronomical distance</p>
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**Seasons and How they Change (Energy)**

<p>Developing an understanding of change.</p> <p>Observe and explain why certain things may occur (e.g. leaves falling off trees, weather changes).</p> <p>Look closely at similarities, differences, patterns and change.</p>	<p>Observed changes across the four seasons</p> <p>Observed and describe weather associated with the seasons and how day length varies.</p>						
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Comments and questions about the place they live or the natural world.							
<b>Light and Sight (Energy)</b>							
			<p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Find patterns in the way that the sizes of shadows change.</p>			<p>Recognise that light appears to travel in straight lines.</p> <p>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.</p> <p>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.</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p>Know how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>	<p>the similarities and differences between light waves and waves in matter</p> <p>light waves travelling through a vacuum; speed of light</p> <p>the transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface Science use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative), the human eye</p> <p>light transferring energy from source to absorber leading to chemical and electrical effects; photo-sensitive material in the retina and in cameras</p> <p>colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.</p>
<b>Sound (Energy)</b>							
				<p>Know how sound is made associating some of them with vibrating.</p> <p>Know what happens to a sound as it travels from its source to our ears.</p> <p>Know the correlation between the volume of a sound and the strength of</p>			<p>frequencies of sound waves measured in hertz (Hz), echoes, reflection and absorption of sound</p> <p>sound needs a medium to travel, the speed of sound in air, in water, in solids</p>



				<p>the vibrations that produced it.</p> <p>Know how sound travels from a source to our ears.</p> <p>Know the correlation between pitch and the object producing a sound.</p>		<p>sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal auditory range of humans and animals.</p>
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**Materials**

<p>Be able to ask questions about the place they live.</p> <p>Talk about why things happen and how things work.</p> <p>Discuss the things they have observed such as natural and found objects.</p> <p>Manipulates materials to achieve a planned</p>	<p>Distinguish between and object and the material from which it is made. Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock,</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials based on their simple properties.</p>	<p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>		<p>Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.</p> <p>Use knowledge of solids, liquids, and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Give reasons based on evidence from comparative and fair tests, for the uses of everyday materials, including wood, metals and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p>	<p>the concept of a pure substance mixtures, including dissolving</p> <p>diffusion in terms of the particle model</p> <p>simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography</p> <p>the identification of pure substances</p>
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					Explain that some changes result in the formation of new materials, and this kind of change is usually not reversible, including changes associated with burning and the action of acid on bicarbonate of soda		
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**Key Vocabulary**

<p>Head, toes, ear, hands, eye, fingers, mouth, nose, herbivore, face, carnivore, hair, omnivore, leg, human, knee, animal, arm, fish, elbow, birds, back, tree, petals, trunk, fruit, branch, roots, leaves, bulb, flowers, seed, stem, material, metal, wood, rock, plastic, hard, glass, soft, paper, fabric, material, smooth, shiny, rough, summer, day, spring, dark, autumn, light, winter, night, season, moon, sun, Earth, star, planet, space, loud, quiet, volume, sound</p>	<p>amphibians, fish, reptiles, mammals, birds (+ 1 example of each) herbivore, omnivore, carnivore head, nose, ear, neck, shoulder, arm, elbow, wrist, hand, back, chest, hip, leg, knee, ankle, foot wing, beak, tail, fin sight, smell, touch, taste, hearing, deciduous, evergreen, tree, leaf, flower (blossom), petals, fruit, bulb, seed, roots, stem, trunk, branches, wood, plastic, glass, paper, metal, rock, hard, soft, rough, smooth, shiny, dull, bendy, stiff, season, spring, summer, autumn, winter, month, year, day, night, sun, moon, light, dark, question, answer, observe, observing, equipment, identify, sort, group, compare, differences, similarities, describe, measurements, test, results, secondary sources record – diagram, chart.</p>	<p>survival, water, air, food reproduce, adult, baby, offspring, kitten, calf, puppy food chain, prey, predator, camouflage, protection exercise, hygiene, balanced diet, growth, germinate, light, temperature reproduce, lifecycle, brick, fabric, elastic, foil, property, solid, waterproof, absorbent, opaque, transparent, squash, bend, flexible, twist, stretch push, pull, roll, slide, bounce, living, dead, habitat, microhabitat, woodland, meadow, hedgerow, pond, question, answer, observe, observing, equipment, identify, sort, group, compare, differences, similarities, describe, measurements, test, results, secondary sources record – diagram, chart</p>	<p>skeleton, skull, bones, muscles, movement, support, protection, nutrition, air, water, transportation, nutrients, soil, reproduction, seed formation, seed dispersal, pollination, soils, organic matter, fossil, crystal, sandstone, granite, marble, pumice absorbent, crumble sedimentary, layer, sediment igneous, magma, lava, gas bubbles (tiny holes/spaces) metamorphic, change, squeeze, pressure, light source, mirror, reflect, reflective, reflection shadow, blocked transparent, translucent, opaque, force, contact, surface, magnetic, attract, repel, poles, oral and written explanations, conclusion, predictions, criteria, classify, changes, data, contrast, evidence, improve, secondary sources, guides, keys, construct, interpret research – relevant question equipment – thermometer, data – gather, standard units, record, classify, present record – drawings, labelled diagrams, keys, bar charts, tables</p>	<p>mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, nutrients, absorb, canine, incisor, molar producer, consumer, apex predator, vertebrates, invertebrates (+ 1 example of each) environment, habitat, classification key, temperature, freezing, heating, solid, liquid, gas, evaporation, condensation, particle, vibration, wave, volume, pitch, tone, insulation, appliance, battery power, main power, circuit, series, cell, battery, wire, bulb, switch, break in circuit conductor, insulator, oral and written explanations, conclusion, predictions, criteria, classify, changes, data, contrast, evidence, improve, secondary sources, guides, keys, construct, interpret research – relevant question equipment – thermometer, data – gather, standard units, record, classify, present record – drawings, labelled diagrams, keys, bar charts, tables</p>	<p>womb, foetus, embryo, gestation, baby, toddler, teenager, elderly growth, development, puberty, life process, reproduction, offspring, hardness, transparency, conductivity (electrical, thermal) solubility, solution dissolve, filter, evaporate, sieve, reversible, irreversible, Earth, sun, moon, solar system, axis of rotation, day, night, phases of the moon, star, constellation, air resistance, water resistance, friction, gravity lever, gear, pulley, Newtons, plan, variables, measurements, accuracy, precision, repeat readings, predictions, further comparative and fair test, identify, classify and describe, patterns, systematic, quantitative measurements report data – scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs report and present – conclusions, casual relationships, explanations, degree of trust, oral and written evidence – support, refute, ideas or arguments biology, physics, chemistry</p>	<p>function, circulatory system, heart, valve, blood vessel, vein, artery transport, oxygenated, deoxygenated lifestyle, drug, characteristic, classification, organism, micro-organism, adaptation, evolution, characteristic, reproduction, genetics, survival, refraction, reflection, spectrum, rainbow, circuit - series, parallel voltage, volts, amps, plan, variables, measurements, accuracy, precision, repeat readings, predictions, further comparative and fair test, identify, classify and describe, patterns, systematic, quantitative measurements report data – scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs report and present – conclusions, casual relationships, explanations, degree of trust, oral and written evidence – support, refute, ideas or arguments biology, physics, chemistry</p>	
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