



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery (Understanding the world) | Physical features of themselves/ objects found in Autumn. (Seasonal change/ Animals, including humans.) | Winter (Seasonal change/ states of matter) | What is it made from? (Everyday materials) | Farm animals/ Spring (Animals, including humans/ seasonal change) | Minibeasts/ Plants (Plants, Animals, including humans) | Sea animals/ Summer (Animals, including humans/ seasonal change) |
| Reception (Understanding the world) | Summer - Autumn Exploration of where they live. (Seasonal change/Living Things and their habitats.) | Autumn - Winter (freezing/melting) (Seasonal change, states of matter) | Importance of a bedtime routine, brushing teeth etc. (Animals including Humans/Living Things) | Basic needs of animals / how they are adapted to the environment (simply). Winter - Spring (Animals, including humans, Living things, seasonal change) | Life cycle of a plant, animal. (Seasonal Change, Plants, Animals including Humans.) | Sealife Spring - Summer (Seasonal Change, Living Things.) |
| Year 1 | <u>The Human Body</u> (weeks 1-5) 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 | <u>Materials</u> (weeks 1-5) 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. | <u>Plants</u> (week 1) 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. <u>Animals</u> (weeks 2-6) | <u>Animals</u> (week 1-2) Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <u>Caring for the Planet</u> (weeks 3-5) Working scientifically – Explore the world around them | <u>Plants</u> (week 1-4) 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. <u>TAPS assessment</u> (Week 5) Plant Structure | <u>Plants</u> (week 1) 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. <u>Planting C</u> (week 2) |



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| | <p>animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p><u>TAPS assessment (Week 6)</u> Animals Including Humans</p> <p><u>Seasonal changes (week 7)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> | <p><u>TAPS assessment (Week 6)</u> Reflectiveness/ Light</p> <p><u>Seasonal changes (week 7)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</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>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> | <p>and raise their own questions</p> <p>.Working scientifically – Using their observations and ideas to suggest answers to questions.</p> <p><u>Seasonal Changes (week 6)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Planting B (week 7)</u></p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> | | <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><u>Growing and Cooking (week 3-5)</u></p> <p>Working scientifically – Using their observations and ideas to suggest answers to questions</p> <p><u>Seasonal changes (week 6)</u></p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>TAPS assessment (Week 7)</u> Seasonal Change</p> |
| <p>Year 2</p> | <p><u>Animals needs for survival (Weeks 1-5)</u></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><u>Humans (Week 6)</u></p> | <p><u>Materials (Weeks 1-4)</u></p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</p> | <p><u>Plants (Light and dark) (Weeks 1-4)</u></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p><u>Living things and their habitats (Weeks 1-5)</u></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</p> | <p><u>Plants (Bulbs and seeds) (Weeks 1-3)</u></p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light</p> | <p><u>Growing up (Weeks 1-3)</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><u>Plants (Bulbs and seeds) (Week 4)</u></p> |



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| | <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>TAPS assessment (Week 7)</u> Hand Spans</p> | <p>cardboard for particular uses.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><u>TAPS assessment (Week 5)</u> Waterproof Materials</p> <p><u>Sustainability (Week 6-7)</u></p> <p>Working scientifically – Explore the world around them and raise their own questions</p> | <p><u>Living things and their habitats (Weeks 5-6)</u></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 microhabitats.</p> | <p>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 microhabitats.</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 different sources of food.</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>TAPS assessment (Week 6) Living and non-living</p> <p><u>Plants (Light and dark) (Week 7)</u></p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> | <p>and a suitable temperature to grow and stay healthy.</p> <p><u>TAPS assessment (Week 4)</u> Plant growth</p> | <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p><u>Growing up (Week 5)</u></p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p><u>Wildlife (Week 6-7)</u></p> <p>Working scientifically – Asking simple questions and recognising that they can be answered in different ways.</p> |
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| <h1>Year 3</h1> | <p><u>Skeletons</u> (Weeks 1-3)</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p><u>Food waste</u> (Week 1)</p> <p>Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them.</p> | <p><u>Soils</u> (Weeks 1-4)</p> <p>Recognise that soils are made from rocks and organic matter</p> | <p><u>Light</u> (Weeks 1-4)</p> <p>Notice that light is reflected from surfaces.</p> | <p><u>Plants</u> (Weeks 1-3)</p> <p>Investigate the way in which water is transported within plants.</p> | <p><u>Forces</u> (Week 1-2)</p> <p>Compare how things move on different surfaces.</p> |
| | <p><u>Movement</u> (Week 4)</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> | <p><u>Light</u> (Weeks 5-6)</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> | <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> | <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> | <p><u>Magnets</u> (Weeks 3-4)</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> |
| | <p><u>TAPS assessment</u> (Week 5)</p> <p>Animals including humans</p> | <p><u>Rocks</u> (Week 2-4)</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> | <p>Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</p> | <p>Find patterns in the way that the size of shadows change.</p> | <p><u>TAPS assessment</u> (Week 4)</p> <p>Plants</p> | <p>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</p> |
| | <p><u>Nutrition and diet</u> (Week 6-7)</p> <p>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.</p> | <p><u>Fossils</u> (Week 5-6)</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> | <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> | <p><u>TAPS assessment</u> (Week 5)</p> <p>Light</p> | <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> | <p>Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> |
| | | <p><u>TAPS assessment</u> (Week 7)</p> <p>Rocks</p> | <p>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.</p> | <p><u>Plants</u> (Weeks 6-7)</p> | <p><u>TAPS assessment</u> (Week 4)</p> <p>Plants</p> | <p><u>TAPS assessment</u> (Week 5)</p> <p>Forces and Magnets</p> |
| | | | | | <p><u>Plants</u> (Weeks 6-7)</p> | <p><u>Plants</u> (Week 6)</p> |
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| | | | | | | <p>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.</p> <p><u>Biodiversity</u> (Week 7)</p> <p>Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> |
| <h2>Year 4</h2> | <p><u>Group and classify living things</u> (Weeks 1-3)</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><u>TAPS assessment</u> (Week 4) Living things and their habitats</p> | <p><u>State of matter</u> (Week 1-5)</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>Identify the part played by</p> | <p><u>Sound</u> (Week 1-4)</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> | <p><u>Data collection -B</u> (Week 1)</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>Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p><u>Electricity</u> (Weeks 2-4)</p> | <p><u>Data collection - C</u> (Weeks 1-2)</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>Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways, to help in answering questions.</p> <p>Working scientifically –</p> | <p><u>Deforestation</u> (Week 1)</p> <p>Working scientifically – Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><u>The digestive system</u></p> |



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| | <p><u>Data collection -A</u> <u>(Weeks 5-6)</u></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>Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Working scientifically – Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p><u>State of matter</u> <u>(Week 7)</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> | <p>evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>TAPS assessment</u> <u>(Week 6)</u> <u>States of Matter</u></p> <p><u>Sound</u> <u>(Week 7)</u></p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> | <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>TAPS assessment</u> <u>(Week 5)</u> <u>Sound</u></p> <p><u>Data collection - B</u> <u>(Week 6)</u></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>Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> | <p>Identify common appliances that run on electricity.</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 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.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>TAPS assessment</u> <u>(Week 5)</u> <u>Electricity</u></p> <p><u>Energy</u> <u>(Week 6-7)</u></p> | <p>Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables</p> <p>Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p><u>Habitats</u> <u>(Weeks 3-4)</u></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 dangers to living things.</p> | <p><u>(Weeks 2-5)</u></p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p><u>TAPS assessment</u> <u>(Week 6)</u> <u>Animals including humans</u></p> <p><u>Food chains</u> <u>(Weeks 6-7)</u></p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> |
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| | | | | <p>Working scientifically – Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Working scientifically – Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> | | |
| <h2>Year 5</h2> | <p><u>Forces</u> (Weeks 1-4)</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Explain that unsupported objects fall towards the Earth because of gravity acting between the Earth and the falling object.</p> <p>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</p> | <p><u>Space</u> (Weeks 1-3)</p> <p>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p><u>TAPS assessment</u> (Week 4) Earth and Space</p> | <p><u>Property of materials</u> (Week 1-2)</p> <p>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.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> | <p><u>Animals including humans</u> (Week 1)</p> <p>Describe the changes as humans develop to old age. <u>TAPS assessment</u> (Week 2) Living things and their habitats</p> <p><u>Life cycles</u> (Week 3-6)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><u>Reproduction</u> (Week 6-7)</p> <p>Describe the differences in the</p> | <p><u>Reproduction</u> (Week 1)</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><u>TAPS assessment</u> (Week 2) Animals including humans</p> <p><u>Reversible and irreversible changes</u> (Week 3-4)</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a</p> | <p><u>Reversible and irreversible changes</u> (Week 1-3)</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not</p> |



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| | <p><u>TAPS assessment (Week 5)</u> <u>Forces</u> <u>Space</u> <u>(Weeks 6-7)</u></p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> | <p><u>Global warming (Week 5)</u></p> <p>Working scientifically - Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p><u>Property of materials (Week 6-7)</u></p> <p>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.</p> | <p><u>TAPS assessment (Week 3)</u> <u>Properties and changes of materials</u></p> <p><u>Animals including humans (Week 4-6)</u></p> <p>Describe the changes as humans develop to old age.</p> | <p>life cycles of a mammal, an amphibian, an insect and a bird.</p> | <p>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>usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda.</p> <p><u>Plastic pollution (Week 4)</u></p> <p>Working Scientifically - Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Working Scientifically - 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.</p> <p><u>Reproduction (Weeks 5-7)</u></p> <p>Describe the life process of reproduction in some plants and animals.</p> |
| <p>Year 6</p> | <p><u>Living things and their habitats (Weeks 1-5)</u></p> <p>Describe how living things are classified into broad groups</p> | <p><u>Electricity (Week 1-3)</u></p> <p>Use recognised symbols when representing a</p> | <p><u>Light (Week 1)</u></p> <p>Use the idea that light travels in straight lines to explain why</p> | <p><u>The circulatory system (Week 1)</u></p> <p>Identify and name the main parts of the human</p> | <p><u>Adaptation (Weeks 1-2)</u></p> <p>Identify how animals and plants are adapted to suit their environment in</p> | <p><u>Fossils (Weeks 1)</u></p> <p>Recognise that living things have changed over time and that fossils</p> |



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| | <p>according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p><u>TAPS assessment (Week 6)</u> <u>Classification</u></p> <p><u>Electricity (Week 7)</u></p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> | <p>simple circuit in a diagram. 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>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><u>TAPS assessment (Week 4)</u> <u>Electricity</u></p> <p><u>Renewable energy (Week 5)</u></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>Working scientifically – Reporting and presenting findings from enquiries in oral and written forms such as displays and other presentations.</p> <p><u>Light (Weeks 6-7)</u> Explain that we see things because light</p> | <p>shadows have the same shape as the objects that cast them.</p> <p>Recognise that light appears to travel in straight lines.</p> <p><u>TAPS assessment (Week 2)</u> <u>Light</u></p> <p><u>Light pollution (Week 3)</u></p> <p>Working scientifically – Identifying scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Working scientifically – Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p><u>The circulatory system (Week 4-6)</u></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>Describe the ways in which nutrients and water are transported within</p> | <p>circulatory system, and describe the functions of the heart, blood vessels and blood.</p> <p><u>TAPS assessment (Week 2)</u> <u>Animals including humans</u></p> <p><u>Diet, drugs and alcohol (Week 3-4)</u></p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><u>Variation (Week 5-6)</u></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><u>Adaptation (Week 7)</u></p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> | <p>different ways and that adaptation may lead to evolution.</p> <p><u>TAPS assessment (Week 3)</u> <u>Evolution and Inheritance</u></p> <p><u>Fossils (Weeks 4)</u></p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> | <p>provide information about living things that inhabited the Earth millions of years ago.</p> <p><u>Consolidation (Week 2-4)</u></p> <p><u>Themed project (Week 5-7)</u></p> <p>Working scientifically - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Working scientifically - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>Gather, record and classify data – Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Answer questions and make conclusions – Reporting and presenting findings from enquiries, including conclusions,</p> |
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| | | <p>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 that objects are seen because they give out or reflect light into the eye.</p> | <p>animals, including humans.</p> | | | <p>causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Evaluate – Using test results to make predictions to set up further comparative and fair tests.</p> |
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