

Year Group Science Subject Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Journeys and Exploration	Nature and Environment	Similarities and Differences	Nature and Environment	Friendship and Kindness	Imagination and Creativity
Trips and Experiences linked to Science	Science Museum Autumn Walk	Visit recycling centre	Visiting a farm to see baby animals	Visit recycling centre	Visiting community greenhouse Planting seeds	Summer walk – observe flowering plants
Area of learning	Seasonal changes – Autumn and Winter	Materials including floating and sinking	Animals, including humans – Name and compare animals	Animals, including humans – humans, babies and sense	Seasonal changes – Spring and Summer	Features of a flowering plant
Knowledge	<p>Recognise signs of autumn and winter</p> <p>Describe how trees change in autumn and winter</p> <p>Know what month these seasons occur in</p> <p>Suitable clothing for these seasons</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, 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 on the basis of their simple physical properties.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the observable features of animals from a range of groups.</p> <p>Name and identify animals that are herbivore, carnivore or omnivore.</p>	<p>Dis Name and locate parts of the human body and begin to make suggestions about what some parts of the body do.</p> <p>Name the five senses and the part of the body they are related to. explain how they use each of their senses.</p> <p>Recognise what babies need</p> <p>Recognise what babies can /cannot do</p>	<p>Recognise signs of autumn and winter</p> <p>Describe how trees change in summer and spring</p> <p>Know what month these seasons occur in</p> <p>Suitable clothing for these seasons</p>	<p>Describe some of the features of seeds and plants. They can begin to make comparisons of different plants and seeds.</p> <p>Name and begin to describe the basic structure of a variety of common flowering plants.</p> <p>Identify and name a variety of common wild and garden plants.</p> <p>Identify and name a variety of deciduous ,evergreen trees, and fruit and vegetable plants ..</p> <p>Identify, name and describe the basic parts of a tree.</p>
Skills	<p>Identify scientific vocabulary</p> <p>Use scientific vocabulary</p>	<p>perform simple tests</p> <p>Use their observations to answer simple questions;</p>	<p>observe and identify animals in the world around them.</p>	<p>Make a prediction and suggest a reason;</p>	<p>perform simple tests</p> <p>Use their observations to answer simple questions;</p>	<p>Identify scientific vocabulary</p>

	<p>Observe and describe physical changes</p> <p>Interpret data</p> <p>Describe seasonal changes</p> <p>Describe seasonal behaviour in living things</p>	<p>Make a prediction and suggest a reason;</p> <p>Suggest how a simple test could be made fair;</p> <p>Sort objects 2/3 ways.</p>	<p>Careful observations of animals in the same group and can use simple features to compare animals.</p> <p>Use their senses to carry out simple practical tests, using simple equipment.</p> <p>Simple sorting diagrams to sort and classify objects (animals) into simple groups</p>		<p>Suggest how a simple test could be made fair;</p> <p>Sort objects 2/3 ways.</p> <p>Make careful observations, using equipment to help them</p> <p>Close observations of plants and can compare and contrast their observations</p> <p>Identify similarities and differences between plants and sort them both according to a given criteria.</p>	<p>Use scientific vocabulary</p> <p>Observe and describe physical changes</p> <p>Interpret data</p> <p>Describe seasonal changes</p> <p>Describe seasonal behaviour in living things</p> <p>Name an event or occasion which happens in each season.</p> <p>Describe how day length varies between two seasons.</p> <p>Make a more detailed comparison between two seasons.</p>
Vocabulary	<p>.seasons Autumn Winter year month days temperature weather rainfall behaviour physical changes results deciduous evergreen</p>	<p>Hard soft. Stretchy</p> <p>Stiff shiny dull bendy Waterproof Paper. Elastic Foil wood plastic Glass rubber smooth fabrics</p>	<p>Bird. Fish amphibians reptiles Mammals. Carnivore herbivore omnivore Feathers gills Bird, fish, amphibians, beak, scales, mammals, feathers fins, wings. Carnivore, herbivore, omnivore, meat, plants. Eyes,</p>	<p>umans smell taste see hear touch babies human body Head neck arm elbows knees face ears eyes mouth tongue nose teeth</p>	<p>seasons, spring summer, year, month, temperature, rain, sun, temperature hot warm flowers leaves change,</p>	<p>Flower. Root . leaf. petal Seeds bulbs . branch seeds trees. deciduous, evergreen, oak, holly,</p>

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Journeys and Exploration	Nature and Environment	Similarities and Differences	Nature and Environment	Friendship and Kindness	Imagination and Creativity
Trips and Experiences linked to Science	Science Museum Autumn Walk	Visit recycling centre	Visiting a farm to see baby animals	Visit recycling centre	Visiting community greenhouse Planting seeds	Summer walk – observe flowering plants
Area of learning	Seasonal changes – Autumn and Winter	Materials including floating and sinking	Animals, including humans – Name and compare animals	Animals, including humans – humans, babies and sense	Seasonal changes – Spring and Summer	Features of a flowering plant
Knowledge	<p>Recognise signs of autumn and winter</p> <p>Compare seasons</p> <p>Describe how trees change in autumn and winter</p> <p>Know what month these seasons occur in</p> <p>Suitable clothing for these seasons</p> <p>Compare seasons</p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, 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 on the basis of their simple physical properties.</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Describe and compare the observable features of animals from a range of groups.</p> <p>Name and identify animals that are herbivore, carnivore or omnivore.</p>	<p>Dis Name and locate parts of the human body and begin to make suggestions about what some parts of the body do.</p> <p>Name the five senses and the part of the body they are related to. explain how they use each of their senses.</p> <p>Recognise what babies need</p> <p>Recognise what babies can /cannot do</p>	<p>Recognise signs of autumn and winter</p> <p>Describe how trees change in summer and spring</p> <p>Know what month these seasons occur in</p> <p>Suitable clothing for these seasons</p>	<p>Describe some of the features of seeds and plants. They can begin to make comparisons of different plants and seeds.</p> <p>Identify and name a variety of common wild and garden plants.</p> <p>Identify and name a variety of deciduous ,evergreen trees, and fruit and vegetable plants ..</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 a Suitable temperature to grow and stay healthy</p>

Skills	<p>Identify scientific vocabulary</p> <p>Use scientific vocabulary</p> <p>Observe and describe physical changes</p> <p>Interpret data</p> <p>Describe seasonal changes</p> <p>Describe seasonal behaviour in living things</p>	<p>perform simple tests</p> <p>Use their observations to answer simple questions;</p> <p>Make a prediction and suggest a reason;</p> <p>Suggest how a simple test could be made fair;</p> <p>Sort objects 2/3 ways.</p>	<p>observe and identify animals in the world around them.</p> <p>Careful observations of animals in the same group and can use simple features to compare animals.</p> <p>Use their senses to carry out simple practical tests, using simple equipment.</p> <p>Simple sorting diagrams to sort and classify objects (animals) into simple groups</p>	<p>Make a prediction and suggest a reason;</p>	<p>perform simple tests</p> <p>Use their observations to answer simple questions;</p> <p>Suggest how a simple test could be made fair;</p> <p>Sort objects 2/3 ways.</p> <p>Make careful observations, using equipment to help them</p> <p>Close observations of plants and can compare and contrast their observations</p> <p>Identify similarities and differences between plants and sort them both according to a given criteria.</p>	<p>Identify scientific vocabulary</p> <p>Use scientific vocabulary</p> <p>Observe and describe physical changes</p> <p>Interpret data</p> <p>Describe seasonal changes</p> <p>Describe seasonal behaviour in living things</p> <p>Name an event or occasion which happens in each season.</p> <p>Describe how day length varies between two seasons.</p> <p>Make a more detailed comparison between two seasons.</p>
Vocabulary	<p>.seasons Autumn Winter year month days temperature weather rainfall behaviour physical changes results deciduous evergreen</p>	<p>Wood plastic. Glass metal fabric. paper hard soft shiny. Dull rough. smooth bendy not bendy Wood, plastic, glass, rock, metal, pottery</p>	<p>Bird. Fish amphibians reptiles Mammals. Carnivore herbivore omnivore Feathers gills Bird, fish, amphibians, beak, scales, mammals, feathers</p>	<p>humans smell taste see hear touch babies human body Head neck arm elbows knees face ears eyes mouth tongue nose teeth Skeleton</p>	<p>seasons, spring summer, year, month, temperature, rain, sun, temperature hot warm flowers leaves change,</p>	<p>shoot. Seed bulb light. spread Warmth temperature. Water .growth Sprout. , mature plant, germination, flower bud, stem roots, vegetables, flowers</p>

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 1	Summer 1	Summer 2
Topic Name	Magic and Wonder	Dreams and Curiosity	Pride and Downfall	From Mystery to Discovery	Overcoming Adversity	Confidence and Caution
Trips and Experiences linked to Science	Visit Science Museum	Visiting community greenhouse Planting seeds	Science Museum		Visit Vauxhall Farm	Scientist Visitor
Area of learning	Rocks and Fossils	Plants	Forces and Magnets	Light	Animals Including Humans	Scientific Inventions
Knowledge	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</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>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Compare how things move on different surfaces</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 or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet,</p> <p>Describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<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> <ul style="list-style-type: none"> •recognise that light from the sun can be dangerous and that there are ways to protect their eyes •recognise that shadows are formed <p>when the light from a light source is blocked by a solid object</p> <ul style="list-style-type: none"> •find patterns in the way that the size of shadows changes. 	<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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Think of something that we need to be more efficient at and create a machine for this.</p> <p>Carry out fair test</p>

<p>Skills</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them .</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Recording findings using simple scientific language, drawings,</p>	<p>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them .</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Recording findings using simple scientific language, drawings</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Recording findings using simple scientific language, drawings</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them .</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them</p>
<p>Vocabulary</p>	<p>Rock fossil. State. permeable non-permeable sedimentary mineral soil granite metamorphic. React, waterproof, heavy, hard, rocks, limestone, chalk, graphite, metamorphic, basalt, sandstone, flint, igneous, permeable, impermeable, sedimentary, slate</p>	<p>fertilization pollen. Transportation, absorbs, evaporates. Germination, flowering, pollination, growing, fertilisation, seed formation,</p>	<p>magnets attract repel north and south pole. Twist magnetic magnetic field push pull. Friction <i>Push</i>, pull, friction, distance, height, travel, fair test</p>	<p>dark dull bright reflection light source transparent translucent opaque shadow. Block Reflect, emit, light source, angle of incidence, angle of reflection, illuminate, night vision, sight, bioluminescence, near-sighted, retina. Suncream, protection, sun, light source, sunglasses,</p>	<p>Nutrients, fats, carbohydrates, vitamins, minerals Skeleton, endo- skeleton, exo-skeleton, vertebrae, benefit, constraints. . nutrition. diet Vitamins mineral fats proteins Carbohydrates skeleton protect. support</p>	<p>Enquiry, inventor, scientist, invention, secondary research</p>

Year Group Science Subject Overview

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Freedom and Captivity	Invention and Innovation	Darkness and Light	Taking Courage	Exploration and Discovery	Fantasy Worlds
Trips and Experiences linked to Science		Visit Science Museum		Invite a medical professional into school	Visit Nature Garden	Scientist Visitor
Area of learning	States of Matter	Sound	Electricity	Animals Including Humans	Living Things & Their habitats	Scientist and Inventors
Knowledge	<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 evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Identify how sounds are made, associating some of them with something vibrating;</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</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.</p> <p>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</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>Construct and interpret a variety of food chains, identifying producers, predators and prey.</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>Recognise some famous inventions and inventors.</p> <p>Investigate and describe the dangers of deforestation in Madagascar with some support</p> <p>Sort facts about the scientists who discovered oxygen and explain the effect of oxygen on burning</p> <p>Discuss the achievements of Garrett Morgan and build some traffic lights using a simple series circuit</p>

			insulators, and associate metals with being good conductors			
Skills	<p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them .</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Using their observations and ideas to suggest answers to questions</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Asking relevant questions and using different types of scientific enquiries to answer them .</p> <p>Using their observations and ideas to suggest answers to questions</p>	<p>Using their observations and ideas to suggest answers to questions.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them .</p>	<p>Using their observations and ideas to suggest answers to questions</p>
Vocabulary	<p>solid liquid gas. Evaporate condense heat Cool melt. solidify particle temperature</p>	<p>Vibrations source. Pitch sound low (lower, lowest) high (higher, highest) bang shake vibrate pluck</p>	<p>Circuit. Conductor insulator. Buzzer bulb Switch wire. Light sound. Heat. Cell</p>	<p>oesophagus stomach acid small intestine Incisors. Canines premolars. Molars producer Consumer. pancreas, mouth, anus, large intestine, small intestine, oesophagus, stomach</p>	<p>habitat. micro habitat. pond Meadow. Organism trees wildflowers garden plants. pollution, invasive species Invertebrates roots. Vertebrates Birds, insects, fish, mammals, reptiles, amphibians. Human, natural, impact, habitats, fragile, environments, deforestation, urbanisation,</p>	<p>conservationist endangered species solar powered respiration oxygen scientist inventions</p>

Year Group Science Subject Overview

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	Freedom and Captivity	Invention and Innovation	Darkness and Light	Taking Courage	Exploration and Discovery	Fantasy Worlds
Trips and Experiences linked to Science		Visit Science Museum		Invite a medical professional into school	Visit Nature Garden	Scientist Visitor
Area of learning	States of Matter	Sound	Electricity	Animals Including Humans	Living Things & Their habitats	Scientist and Inventors
Knowledge	<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 and describe the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Justify choice of materials to make certain objects</p>	<p>Identify how sounds are made, associating some of them with something vibrating;</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</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.</p> <p>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>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>Construct and interpret a variety of food chains, identifying producers, predators and prey.</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>Recognise some famous inventions and inventors.</p> <p>Investigate and describe the dangers of deforestation in Madagascar with some support</p> <p>Sort facts about the scientists who discovered oxygen and explain the effect of oxygen on burning</p> <p>Discuss the achievements of Garrett Morgan and build some traffic lights using a simple series circuits.</p>

			Recognise some common conductors and insulators, and associate metals with being good conductors			
Skills	Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings.	Asking relevant questions and using different types of scientific enquiries to answer them . Using their observations and ideas to suggest answers to questions	Using their observations and ideas to suggest answers to questions Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	Asking relevant questions and using different types of scientific enquiries to answer them . Using their observations and ideas to suggest answers to questions	Using their observations and ideas to suggest answers to questions. Asking relevant questions and using different types of scientific enquiries to answer them .	Using their observations and ideas to suggest answers to questions
Vocabulary	solid liquid gas. evaporate condense heat Cool melt. solidify particle temperature	Vibrations source. Pitch sound low (lower, lowest) high (higher, highest) bang shake vibrate pluck	Circuit. Conductor insulator. Buzzer bulb Switch wire. Light sound. Heat. Cell	oesophagus stomach acid small intestine Incisors. Canines premolars. Molars producer Consumer. pancreas, mouth, anus, large intestine, small intestine, oesophagus, stomach	habitat. micro habitat. pond Meadow. Organism trees wildflowers garden plants. pollution, invasive species Invertebrates roots. Vertebrates Birds, insects, fish, mammals, reptiles, amphibians. Human, natural, impact, habitats, fragile, environments, deforestation, urbanisation,	conservationist endangered species solar powered respiration oxygen scientist inventions

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2 and Summer 1	Summer 2
Topic Name	Evolution and Inheritance	Battles and Brawls	Migration and Movement	Utopia vs. Dystopia	Crossing Borders
Trips and Experiences linked to Science	Invite a family in with up to 3 generations	Nature Garden	Science Museum	Light Investigations	Science Museum
Area of learning	Evolution & Inheritance	Living Things & their Habitats	Animals Including Humans	Light	Electricity
Knowledge	<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>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.</p>	<p>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</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</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>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>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>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>
Skills	<p>With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;</p> <p>Make careful and focused observations</p>	<p>Identify scientific vocabulary</p> <p>Use scientific vocabulary</p> <p>Make careful and focused observations;</p> <p>Interpret data</p> <p>Independently group, classify and describe</p>	<p>Make careful and focused observations;</p> <p>Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas;</p>	<p>Raising different kinds of scientific questions</p> <p>Plan , set up and carry out comparative and fair test to answer questions .</p>	<p>With growing independence, raise their own relevant questions about the world around them in response to a range of scientific experiences;</p> <p>Raising different kinds of scientific questions</p>

		living things and materials;			Plan , set up and carry out comparative and fair test to answer questions .
Vocabulary	Darwin, evolution, theory, adapt, environment, sediment, fossil Microorganism, fungus, bacteria, virus, microscopic, mould. Darwin, theory, Galapagos islands, finches, beaks, evolve, ancestors, adapted, diversified, hypothesis, evidence	Carl Linnaeus, classify, similarities, differences, features, characteristics, mammals, reptiles, birds, fish, amphibians Microorganism, fungus, bacteria, virus, microscopic, mould. Vertebrates, invertebrates, reptiles, mammals, birds, amphibians, warm blooded, cold blooded, backbone, insects, crustacean, annelids, arachnids	Septum, ventricles, systolic phase, membrane, , heartbeat, hollow muscle, chest Blood vessels, arteries, capillaries, veins, nutrients, water, Bronchus, trachea, bronchiole, diaphragm, circulatory arteries, veins, heart, lungs	Light source, reflectors, light waves, periscopes, reflective surface Shadow, light, blocked, opaque, shape, translucent, size, distance, source, change, tilt Transparent, opaque, translucent, shadows, light, variables, fair test	voltage brightness volume switches danger series circuit electrical safety sign circuit diagram switch bulb buzzer motor recognised symbols