

TLE SCIENCE OVERVIEW



NURSERY			
	Prior year's content	Nursery curriculum content and what we want the children to know	Subsequent year's content
Animals, including Humans		<ul style="list-style-type: none"> Understand the key features of the life cycle of an animal e.g. chicken/hen egg, chick, chicken Begin to understand the need to respect and care for the natural environment and all living things. Observe animals closely through a variety of means e.g., magnifiers/photographs/educational visits Look at key stages of development from birth to adult Name and identify body parts 	<ul style="list-style-type: none"> Senses: Describe what they see, hear and feel. Shows some understanding that good practices regarding exercise, eating, drinking water, sleeping and hygiene can contribute to good health. Know the effects exercise has on their body. To know about the life cycle of a human- baby, child, adolescent, adult. To know we need to respect and care for the natural world and all living things. identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To know which dinosaurs are meat or plant eaters.
Vocabulary		Humans: baby, child, adult, head, legs, arms, body, face features. Animals: name some animals and the baby/adult names of them. egg, chick, chicken.	<i>Senses, feeling, seeing, hearing.</i> <i>Healthy, hygiene, exercise.</i> <i>Human, baby, child, adolescence, adult.</i> <i>Carnivore, omnivore, herbivore, reptile, mammal, bird, fish, amphibian.</i>
Materials		<ul style="list-style-type: none"> To use appropriate materials and tools to create or build a item or object Use all their senses in hand-on exploration of materials Explore collections of materials with similar and different properties Discuss characteristics of liquids and solids e.g. , melting chocolate 	<ul style="list-style-type: none"> To use appropriate materials and tools to create or build a planned item or object To sort materials depending on their properties.
Vocabulary		Soft, hard, bumpy, shiny, stretchy, bendy Plastic, wood, metal. Wet, dry, melted	<i>Change, experiment, science, test, fair, environment, sort, classify. Smooth/rough, sharp, shing/dull, stretchy/stiff plastic, wood, metal, glass, rock</i>
Forces		<ul style="list-style-type: none"> Explore and talk about different forces they can feel. Explore how things work e.g., pulleys 	<ul style="list-style-type: none"> To know and talk about the forces we can feel. To observe the effects gravity has on different things. Using ramps and different objects. Explore magnets and investigate what things are magnetic in our environment.
Vocabulary		Push, pull, floating, sinking,	<i>Gravity, force, magnetic, repel, attract, push, pull.</i> <i>Change, experiment, science, test, fair, environment.</i>
Seasons		<ul style="list-style-type: none"> Observe changes across the 4 seasons Observe and discuss the weather associated with the seasons, explore the environment to visualise the discussions. Observe the effect of the season upon the environment e.g. leaves turning colour, dropping off, ice, new leaves/shoots. 	<ul style="list-style-type: none"> observe and record changes across the 4 seasons Walk around the school grounds in each season to observe seasonal changes Observe, discuss and describe weather associated with the seasons and how day length varies To observe and record the effect of the season upon the environment e.g. leaves turning colour, dropping off, ice, new leaves/shoots.

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Vocabulary		Seasons: spring, summer, autumn, winter, weather, cold, warm, cloudy, sunny, raining, snow	<i>Seasons, autumn, spring, summer, winter, weather, temperature, sunny, rainy, foggy, windy, stormy, snowy, hot, cold, warm.</i>
Living things and their habitats		<ul style="list-style-type: none"> ▪ Explore different animal habitats outdoors e.g. scent, colour, shape ▪ Talk about what they see ▪ Understand the key features of the life cycle of a butterfly. ▪ Begin to understand the need to respect and care for the natural environment and all living things 	<ul style="list-style-type: none"> • Explore the reasons that different animals live in different habitats (North Pole and arctic animals). • Know some of the features of our own immediate environment and how they might vary from one another (arctic animals, Zoolab visit). • Discuss how to care for the living things and their habitats (Farm visit, chick hatching). • Examine change over time (observing lifecycles of a tadpole and caterpillar). • Know the stages of the different lifecycles and be able to sequence them.
Vocabulary		Lifecycle: butterfly, egg, leaf, chrysalis, Habitat: habitat, home, names of animals that live in those habitats, descriptive words for habitats such as wood, round.	<i>Habitat, names of arctic animals, glacier, ice, iceberg, northern lights, north pole, south pole, arctic, Antarctic. Lifecycle, metamorphosis, Egg, pupa, caterpillar, chrysalis, butterfly Frogspawn, tadpole, froglet, frog.</i>
Plants		<ul style="list-style-type: none"> • Know most plants start growing from a seed or bulb • To know all plants, need water and light to grow and survive. • Observe plants grow and explain the changes • Understand the key features of the life cycle of a plant • Use all senses in hands-on exploration of plants 	<ul style="list-style-type: none"> • To know about the lifecycle of a plant. • To know all plants need water, light and warmth to grow and survive. • To know a seed produces roots to allow water to get into the plant and produces leaves to collect the sunlight. • To name and describe some plants. • Draw and label pictures of plants. • To know about growth and decay and changes over time.
Vocabulary		Plants: seed, bulb, water, sunlight, grow, survive, sprout, plant	<i>Plants, seed, bulb, leaf, stem, root, flower, petals, fruit, growth, decay, photo synthesis.</i>

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RECEPTION			
	Prior year's content	Reception curriculum content	Subsequent year's content
Materials	<ul style="list-style-type: none"> ▪ To use appropriate materials and tools to create or build a item or object ▪ Use all their senses in hand-on exploration of materials ▪ Explore collections of materials with similar and different properties ▪ Discuss characteristics of liquids and solids e.g. melting chocolate 	<ul style="list-style-type: none"> • To use appropriate materials and tools to create or build a planned item or object. • Talk about the differences between materials and changes they notice. • To sort materials depending on their properties. 	<ul style="list-style-type: none"> • Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. • Talk about the differences between materials and changes they notice.
Vocabulary	Soft, hard, bumpy, shiny, stretchy, bendy Plastic, wood, metal. Wet, dry, melted	<i>Change, experiment, science, test, fair, environment, sort, classify. Smooth/rough, sharp, shing/dull, stretchy/stiff plastic, wood, metal, glass, rock</i>	
Animals, including humans	<ul style="list-style-type: none"> • Understand the key features of the life cycle of an animal e.g. chicken/hen egg, chick, chicken • Begin to understand the need to respect and care for the natural environment and all living things. • Observe animals closely through a variety of means e.g., magnifiers/photographs/educational visits • Look at key stages of development from birth to adult • Name and identify body parts 	<ul style="list-style-type: none"> • Describe what they see, hear and feel. • Shows some understanding that good practices with regard to exercise, eating, drinking water, sleeping and hygiene can contribute to good health. • Know the effects exercise has on their body. • To know about the life cycle of a human- baby, child, adolescent, adult. • To know we need to respect and care for the natural world and all living things. • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • To know which dinosaurs are meat or plant eaters. 	<ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Vocabulary	humans: baby, child, adult, head, legs, arms, body, face features. Animals: name some animals and the baby/adult names of them. egg, chick, chicken.	<i>Senses, feeling, seeing, hearing. Healthy, hygiene, exercise. Human, baby, child, adolescence, adult. Carnivore, omnivore, herbivore, reptile, mammal, bird, fish, amphibian.</i>	
Forces	<ul style="list-style-type: none"> • Explore and talk about different forces they can feel. • Explore how things work e.g., pulleys 	<ul style="list-style-type: none"> • To know and talk about the forces we can feel. • To observe the effects gravity has on different things. Using ramps and different objects. • Explore magnets and investigate what things are magnetic in our environment. 	<p>Year 3</p> <ul style="list-style-type: none"> • To compare how things, move on different surfaces. • To explain that two magnetic forces don't need to touch in order for a force to be applied. • To investigate how magnets, attract or repel each other, identifying the difference in materials. • To classify a variety of materials based on whether they are attracted to a magnet, and identify some magnetic materials. • To describe magnets as having 2 poles. • To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.
Vocabulary	Push, pull, floating, sinking,	<i>Gravity, force, magnetic, repel, attract, push, pull. Change, experiment, science, test, fair, environment.</i>	
Seasons and Space	<ul style="list-style-type: none"> • Observe changes across the 4 seasons 	<p>SEASONS</p> <ul style="list-style-type: none"> • observe and record changes across the 4 seasons 	<ul style="list-style-type: none"> • Name the 4 seasons and the months that they cover • Recognise common weathers that they could see within these seasons

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	<ul style="list-style-type: none"> Observe and discuss the weather associated with the seasons, explore the environment to visualise the discussions. Observe the effect of the season upon the environment e.g. leaves turning colour, dropping off, ice, new leaves/shoots. 	<ul style="list-style-type: none"> Walk around the school grounds in each season to observe seasonal changes Observe, discuss and describe weather associated with the seasons and how day length varies To observe and record the effect of the season upon the environment e.g. leaves turning colour, dropping off, ice, new leaves/shoots. <p>SPACE</p> <ul style="list-style-type: none"> To know we live on planet Earth To know and name some of the other planets in our solar system. To describe how some of the other planets differ from our planet. To know the sun is a big star and stars are burning balls of fire. To know the planets in our solar system, orbit the sun. 	<ul style="list-style-type: none"> Identify appropriate activities and clothing for each season Walk around the school grounds in each season to observe seasonal changes Recognise and discuss the changes in daylight as they occur throughout the year Compare characteristics of the different seasons – discuss the daylight hours in winter and spring
Vocabulary	Seasons: spring, summer, autumn, winter, weather, cold, warm, cloudy, sunny, raining, snow	<p><i>Seasons, autumn, spring, summer, winter, weather, temperature, sunny, rainy, foggy, windy, stormy, snowy, hot, cold, warm.</i></p> <p><i>Earth, solar system, planets, orbit, star, sun, space, gravity, moon.</i></p>	
Living things and their habitats	<ul style="list-style-type: none"> Understand the key features of the life cycle of an animal e.g. chicken/hen egg, chick, chicken Begin to understand the need to respect and care for the natural environment and all living things. Observe animals closely through a variety of means e.g., magnifiers/photographs/educational visits Look at key stages of development from birth to adult Name and identify body parts 	<ul style="list-style-type: none"> Explore the reasons that different animals live in different habitats (North Pole and arctic animals). Know some of the features of our own immediate environment and how they might vary from one another (arctic animals, Zoolab visit). Discuss how to care for the living things and their habitats (Farm visit, chick hatching). Examine change over time (observing lifecycles of a tadpole and caterpillar). Know the stages of the different lifecycles and be able to sequence them. 	<p>Year 2</p> <ul style="list-style-type: none"> Understand that living things breath, grow, reproduce and die. Point out objects that are not living or never been alive. Identify and describe a variety of habitats and find reasons why these habitats are most suitable for the animals/plants. Discuss and identify habitats and microhabitats around school and local areas for animals and plants. Discover how animals acquire food by examining different food chains and the affects that will take place if one animal, plant or basic need is removed from the chain. List a variety of food sources for animals focusing on carnivores, omnivores and herbivores.
Vocabulary	<p>Humans: baby, child, adult, head, legs, arms, body, face features.</p> <p>Animals: name some animals and the baby/adult names of them. egg, chick, chicken.</p>	<p><i>Habitat, names of arctic animals, glacier, ice, iceberg, northern lights, north pole, south pole, arctic, Antarctic.</i></p> <p><i>Lifecycle, metamorphosis,</i></p> <p><i>Egg, pupa, caterpillar, chrysalis, butterfly</i></p> <p><i>Frogspawn, tadpole, froglet, frog.</i></p> <p><i>Incubator, brooder, egg, chick, hatch, hen, rooster, embryo, egg tooth.</i></p>	
Plants	<ul style="list-style-type: none"> know most plants start growing from a seed or bulb To know all plants, need water and light to grow and survive. Observe plants grow and explain the changes Understand the key features of the life cycle of a plant Use all senses in hands-on exploration of plants 	<ul style="list-style-type: none"> To know about the lifecycle of a plant. To know all plants need water, light and warmth to grow and survive. To know a seed produces roots to allow water to get into the plant and produces leaves to collect the sunlight. 	<ul style="list-style-type: none"> Understand how to recognise evergreen and deciduous trees based on their leaves Walk around the school grounds and discuss what common plants and trees they can see (wild garden in the quad)

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		<ul style="list-style-type: none"> To name and describe some plants. Draw and label pictures of plants. To know about growth and decay and changes over time. 	<ul style="list-style-type: none"> Name some common plants in their area. Eg; daisies, buttercups, daffodils Dissect a flower and name the different parts of the plant. Stem, leaves, seeds, roots, petals Plant some cress/sunflower seeds and observe how they grow – children to recognise that the plants start as shoots and then grow their leaves, flowers. Predict and investigate seeds and what plants they grow. Do bigger seeds grow bigger plants? Match common plants and their seeds
Vocabulary	plants: seed, bulb, water, sunlight, grow, survive, sprout, plant	<i>Plants, seed, bulb, leaf, stem, root, shoot, flower, petals, fruit, vegetables, growth, decay, photo synthesis, sunlight, water, soil.</i>	

YEAR 1			
	Prior year's content	Year 1 curriculum content	Subsequent year's content
Working Scientifically		<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions
Vocabulary			
Materials		<ul style="list-style-type: none"> Name a range of materials that they come into contact with regularly. Eg; glass, plastic, paper Explore and describe different materials based on their properties. Eg; smooth, bumpy, shiny, strong, bendy, transparent 	<ul style="list-style-type: none"> Test a variety of materials by squashing, bending, stretching and twisting to see whether the objects change shape or not. Enquire about the suitability of different everyday materials.

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		<ul style="list-style-type: none"> Differentiate materials from the object. Eg; recognise that the object is a chair but it is made from plastic. Classify and group recyclable materials. Classify materials based on their properties. Children to use a Venn diagram to sort their different materials. Floating and sinking enquiry. Children to test whether different objects float and sink. Children to explore the strength of materials for a purpose. 	<ul style="list-style-type: none"> Discover reasons why different materials are more appropriate for buildings, such as bridges, houses, buildings.
Vocabulary		Glass, paper, metal, cardboard, wood, sponge, water, rock, sink, float, waterproof, transparent, strong, weak, shiny, dull, smooth, bumpy, rough	
Animals including Humans		<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> Understand that mammals have babies that born, and that animals such as amphibians, reptiles and birds lay eggs that hatch. Realise that all offspring grow into adults and identify the different growing stages. Discover humans and animal's basic needs for survival and why we cannot survive without it. Investigate the importance of healthy eating (food groups), portion control and exercise on our bodies. Discover our pulse and enquire about the effects that different exercises have on our heart (pulse rate).
Vocabulary			
Seasons		<ul style="list-style-type: none"> Name the 4 seasons and the months that they cover Recognise common weathers that they could see within these seasons Identify appropriate activities and clothing for each season Walk around the school grounds in each season to observe seasonal changes Recognise and discuss the changes in daylight as they occur throughout the year Compare characteristics of the different seasons – discuss the daylight hours in winter and spring 	<p>Year 5</p> <ul style="list-style-type: none"> Explain why we have 'day' and 'night' and the Sun's appearance and movement across the sky Explain why the Earth's axis impacts the seasons of the Earth
Vocabulary		<p>Spring, summer, winter, autumn, January, February, March, April, May, June, July, August, September, October, November, December</p> <p>Weather, climate, temperature, longer, shorter, daylight, sunny, rainy, foggy, windy, stormy, snowy, hot, cold, warm</p>	
Plants		<ul style="list-style-type: none"> Understand how to recognise evergreen and deciduous trees based on their leaves Walk around the school grounds and discuss what common plants and trees they can see (wild garden in the quad) Name some common plants in their area. Eg; daisies, buttercups, daffodils Dissect a flower and name the different parts of the plant. Stem, leaves, seeds, roots, petals 	<ul style="list-style-type: none"> Observe and record data on how seeds and bulbs grow into mature plants by planting our own beans. Identify plants' basic needs and note the effects on the plants, should one need be removed or limited.

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		<ul style="list-style-type: none"> • Plant some cress/sunflower seeds and observe how they grow – children to recognise that the plants start as shoots and then grow their leaves, flowers. • Predict and investigate seeds and what plants they grow. Do bigger seeds grow bigger plants? • Match common plants and their seeds 	
Vocabulary		<p>Wild plants, garden plants, deciduous, evergreen, leaf, root, leaves, bud flowers, blossom, petals, stem, trunk, shoots, branches, fruits, vegetables, roots, bulb, seeds</p> <p>Sunflowers, daisies, daffodils, foxglove, lily, roses, poppies, cow parsley, thistle, ivy, dandelions, oak trees, birch trees, horse chestnut trees, sycamore, pussy willow</p>	

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YEAR 2			
	Prior year's content	Year 2 curriculum content	Subsequent year's content
Working Scientifically	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings. •
Vocabulary			
Materials	<ul style="list-style-type: none"> • Name a range of materials that they come into contact with regularly. Eg; glass, plastic, paper • Explore and describe different materials based on their properties. Eg; smooth, bumpy, shiny, strong, bendy, transparent • Differentiate materials from the object. Eg; recognise that the object is a chair but it is made from plastic. • Classify and group recyclable materials. • Classify materials based on their properties. Children to use a Venn diagram to sort their different materials. • Floating and sinking enquiry. Children to test whether different objects float and sink. • Children to explore the strength of materials for a purpose. 	<ul style="list-style-type: none"> • Test a variety of materials by squashing, bending, stretching and twisting to see whether the objects change shape or not. • Enquire about the suitability of different everyday materials. • Discover reasons why different materials are more appropriate for buildings, such as bridges, houses, buildings. 	<ul style="list-style-type: none"> • To identify the three rock types (metamorphic, igneous and sedimentary). • To observe and classify different rocks based on their appearance and simple physical properties. • To sequence the formation of a fossil. • To explain which living things may become fossilised. • To describe the layers of a soil profile. • To identify the different materials within soil.
Vocabulary		Glass, paper, metal, concrete, rock, brick, cardboard, wood, sponge, water, rock, sink, float, waterproof, transparent, strong, weak, shiny, dull, smooth, bumpy, rough, durable, repel, absorb, man-made, natural, stretch, bend, twist, pull.	

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Animals, including humans	<ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<ul style="list-style-type: none"> Understand that mammals have babies that born, and that animals such as amphibians, reptiles and birds lay eggs that hatch. Realise that all offspring grow into adults and identify the different growing stages. Discover humans and animal's basic needs for survival and why we cannot survive without it. Investigate the importance of healthy eating (food groups), portion control and exercise on our bodies. Discover our pulse and enquire about the effects that different exercises have on our heart (pulse rate). 	<ul style="list-style-type: none"> To identify the 5 food groups. To describe a balanced diet. To explain the importance of nutrition. To classify animals into groups such as vertebrates/invertebrates. To explain the 3 functions of a skeleton. To describe the movement of muscles (contract, relax).
Vocabulary		Amphibians, reptiles, mammals, lay, hatch, born, warm-blooded, cold-blooded, nest, burrow, habitat, offspring, adult, basic needs, categories, health, pulse, diet, carbohydrates, protein, fats, oils, vegetables, fruit, exercise, heart, function.	
Living things and their habitats	Explore the natural world around them.	<ul style="list-style-type: none"> Understand that living things breath, grow, reproduce and die. Point out objects that are not living or never been alive. Identify and describe a variety of habitats and find reasons why these habitats are most suitable for the animals/plants. Discuss and identify habitats and microhabitats around school and local areas for animals and plants. Discover how animals acquire food by examining different food chains and the affects that will take place if one animal, plant or basic need is removed from the chain. List a variety of food sources for animals focusing on carnivores, omnivores and herbivores. 	<p>Year 4</p> <ul style="list-style-type: none"> Describe the difference between plants and animals. Describe the differences between mammals, fish, birds, reptiles and amphibians. Describe the difference between vertebrates and vertebrates. Recognise that living things are classified by their class. Create and use classification keys to help group different species into their class. Explain the term environment and how these can affect the animals that live there. Explain how changes in environment can affect the animals that live there.
Vocabulary		Habitat, microhabitats, living, non-living, growth, reproduce, reproduction, suitability, suitable, acquire, food chain, affect, carnivore, omnivore, herbivore, hunt.	
Plants	<ul style="list-style-type: none"> Understand how to recognise evergreen and deciduous trees based on their leaves Walk around the school grounds and discuss what common plants and trees they can see (wild garden in the quad) Name some common plants in their area. Eg; daisies, buttercups, daffodils Dissect a flower and name the different parts of the plant. Stem, leaves, seeds, roots, petals Plant some cress/sunflower seeds and observe how they grow – children to recognise that the plants start as shoots and then grow their leaves, flowers. Predict and investigate seeds and what plants they grow. Do bigger seeds grow bigger plants? Match common plants and their seeds 	<ul style="list-style-type: none"> Observe and record data on how seeds and bulbs grow into mature plants by planting our own beans. Explore what plants require for life and growth. Identify plants' basic needs and note the effects on the plants, should one need be removed or limited. Label and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 	<ul style="list-style-type: none"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth. To investigate the way in which water is transported within plants. To explain the life cycle of a flowering plant including pollination, seed formation and seed dispersal.

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Vocabulary		Plants, flowers, trees, natural, seeds, bulbs, roots, stem, pollen, stamen, pistil, leaves, soil, nutrients, minerals, sunlight, oxygen, functions, growth
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YEAR 3			
	Prior year's content	Year 3 curriculum content	Subsequent year's content
Working Scientifically	<ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
Vocabulary			
Materials	<ul style="list-style-type: none"> Test a variety of materials by squashing, bending, stretching and twisting to see whether the objects change shape or not. Enquire about the suitability of different everyday materials. Discover reasons why different materials are more appropriate for buildings, such as bridges, houses, buildings. 	<ul style="list-style-type: none"> To identify the three rock types (metamorphic, igneous and sedimentary). To observe and classify different rocks based on their appearance and simple physical properties. To sequence the formation of a fossil. To explain which living things may become fossilised. To describe the layers of a soil profile. To identify the different materials within soil. 	<ul style="list-style-type: none"> Sort materials into solids, liquids and gasses by their properties. Describe the properties of solids liquids and gases. Explain the processes involved in the conversion of solids, liquids and gasses into each other. Represent the difference in particles of solids liquids and gasses.

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			<ul style="list-style-type: none"> • Explain the terms melting, condensation, freezing and evaporation. • Explain the effect of temperature on solids liquids and gasses. • Identify the parts of the water cycle. • Describe the processes of the water cycle.
Vocabulary		Fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent, permeability, organic, igneous, sedimentary, metamorphic, bedrock, subsoil, topsoil.	
Animals, including humans	<ul style="list-style-type: none"> • Understand that mammals have babies that born, and that animals such as amphibians, reptiles and birds lay eggs that hatch. • Realise that all offspring grow into adults and identify the different growing stages. • Discover humans and animal's basic needs for survival and why we cannot survive without it. • Investigate the importance of healthy eating (food groups), portion control and exercise on our bodies. Discover our pulse and enquire about the effects that different exercises have on our heart (pulse rate). 	<ul style="list-style-type: none"> • To identify the 5 food groups. • To describe a balanced diet. • To explain the importance of nutrition. • To classify animals into groups such as vertebrates/invertebrates. • To explain the 3 functions of a skeleton. • To describe the movement of muscles (contract, relax). 	<ul style="list-style-type: none"> • Explain the roles of the major parts of the digestive system including mouth, oesophagus, stomach, liver, intestines and anus. • Describe the processes of the digestive system and the job done by each component. • Explain the terms enzymes, digestion, absorption, waste, acid, saliva. • Identify the different types of teeth in humans and their function in chewing. • Recognise the importance of dental hygiene. • Explain the terms producers, predators and prey. • Construct and interpret a variety of food chains, identifying producers, predators and prey.
Vocabulary		Nutrition, skeleton, invertebrate, vertebrate, support, protection, movement, food groups (protein, calcium, carbohydrates, sugar, dairy, fibre, vitamins and minerals), muscles, contract, relax	
Forces and magnets	<ul style="list-style-type: none"> • Explore the natural world around them. 	<ul style="list-style-type: none"> • To compare how things, move on different surfaces. • To explain that two magnetic forces don't need to touch in order for a force to be applied. • To investigate how magnets, attract or repel each other, identifying the difference in materials. • To classify a variety of materials based on whether they are attracted to a magnet, and identify some magnetic materials. • To describe magnets as having 2 poles. • To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<p>Year 5</p> <ul style="list-style-type: none"> • Identify the effects of gravity on all worldly objects, recognising counter forces • Identify the connection between surface area and air resistance • Identify the different forms of friction and how they impact a variety of object. • Compare how objects travel through water (water resistance) • Explain the benefits of a lever and gear in making a smaller force have a greater impact
Vocabulary		Forces, magnetic, attract, repel, friction, gravity, air resistance, push, pull	
Light	<p>Year 1 – Seasons</p> <ul style="list-style-type: none"> • Recognise and discuss the changes in daylight as they occur throughout the year 	<ul style="list-style-type: none"> • To recognise that light is needed in order to see things and that dark is the absence of light. • To investigate a variety of reflective materials. • To explain how light is reflected from surfaces. • To describe the dangers of the sun and how to protect themselves from this. • To identify how shadows are formed. 	<p>Year 6</p> <ul style="list-style-type: none"> • Recognise that light appears to travel in straight lines. • Use this idea 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.

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		<ul style="list-style-type: none"> To investigate how shadow length changes. 	<ul style="list-style-type: none"> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
Vocabulary		light, source, dark, reflect, see, illuminate, visible, UV light, shadow, opaque, UV rays	
Plants	<ul style="list-style-type: none"> Observe and record data on how seeds and bulbs grow into mature plants by planting our own beans. Identify plants' basic needs and note the effects on the plants, should one need be removed or limited. 	<ul style="list-style-type: none"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. To explore the requirements of plants for life and growth. To investigate the way in which water is transported within plants. To explain the life cycle of a flowering plant including pollination, seed formation and seed dispersal. 	Year 5 – Living Things and their Habitats <ul style="list-style-type: none"> Describe the difference between flowering and non-flowering plants Describe the life cycles of a plant Compare and contrast different flowering and non-flowering plants
Vocabulary		Stem, roots, leaves, flowers, petals, predict, conclude, temperature, seed formation, seed dispersal, pollination, nutrients, support, growth, reproduction, permeable	

TLE SCIENCE OVERVIEW

YEAR 4			
	Prior year's content	Year 4 curriculum content	Subsequent year's content
Working Scientifically	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Plan different scientific enquires to answer hypotheses. Understand fair testing and control factors during an enquiring. To take accurate measurements using a range of scientific equipment. Record data and results appropriately in a range of ways including diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. using test results to make predictions to set up further comparative and fair tests Use enquiry results to make predictions 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 identifying scientific evidence that has been used to support or refute ideas or arguments
Vocabulary			
Materials	<ul style="list-style-type: none"> To identify the three rock types (metamorphic, igneous and sedimentary). To observe and classify different rocks based on their appearance and simple physical properties. To sequence the formation of a fossil. To explain which living things may become fossilised. To describe the layers of a soil profile. To identify the different materials within soil. 	<ul style="list-style-type: none"> Sort materials into solids, liquids and gasses by their properties. Describe the properties of solids liquids and gases. Explain the processes involved in the conversion of solids, liquids and gasses into each other. Represent the difference in particles of solids liquids and gasses. Explain the terms melting, condensation, freezing and evaporation. Explain the effect of temperature on solids liquids and gasses. Identify the parts of the water cycle. Describe the processes of the water cycle. 	<ul style="list-style-type: none"> Group materials together depending on their properties (hardness, solubility, transparency, conductivity and magnetism). Understand that materials dissolve in liquids depending upon their properties and describe how to recover a substance from a solution. To use previous knowledge of solids, liquids and gases to decide how mixtures can be separated including; filtering, sieving and evaporating. To give reasons based on scientific evidence as to why particular materials are used (metals, wood and plastics) Describe and demonstrate dissolving, mixing and describe reversible and irreversible changes. To explain that some changes are not reversible
Vocabulary			
Animals, including humans	<ul style="list-style-type: none"> To identify the 5 food groups. To describe a balanced diet. To explain the importance of nutrition. 	<ul style="list-style-type: none"> Explain the roles of the major parts of the digestive system including mouth, oesophagus, stomach, liver, intestines and anus. 	<ul style="list-style-type: none"> describe the changes as humans develop to old age

TLE SCIENCE OVERVIEW

	<ul style="list-style-type: none"> To classify animals into groups such as vertebrates/invertebrates. To explain the 3 functions of a skeleton. To describe the movement of muscles (contract, relax). 	<ul style="list-style-type: none"> Describe the processes of the digestive system and the job done by each component. Explain the terms enzymes, digestion, absorption, waste, acid, saliva. Identify the different types of teeth in humans and their function in chewing. Recognise the importance of dental hygiene. Explain the terms producers, predators and prey. Construct and interpret a variety of food chains, identifying producers, predators and prey. 	
Vocabulary			
Electricity	Nursery <ul style="list-style-type: none"> Explore how things work. • Year 3 <ul style="list-style-type: none"> To recognise that light is needed in order to see things and that dark is the absence of light. 	<ul style="list-style-type: none"> Explain and describe household equipment that runs on electricity. Identify the source of electricity including renewable, non-renewable, mains and battery. Create circuits to run a circus game using a range of basic circuit parts including buzzers, bulbs, motors, switches and cells. Identify whether circuits will function based on their construction. Explain the role of a switch in a circuit and their importance. Sort conductors and insulators by creating a test circuit. Explain the terms conductor and insulator in relation to electricity. Describe the movement of electricity around a circuit from a negative to a positive charge. 	<ul style="list-style-type: none"> Understand how the voltage of cells affects the output of various appliances. Compare and give reasons for variations in how components function (e.g. brightness of bulbs, loudness of buzzers, switches). Draw recognised symbols to draw circuits.
Vocabulary			
Sounds		<ul style="list-style-type: none"> Describe the role of particles and vibration in the movement of sound. Recognise the parts of the ear and their role in hearing. Explain the term pitch and how different instruments can produce different levels of pitch. Explain the term volume and how vibrations change based upon the volume. Recognise that the volume of sounds changes over distance and explain why in reference to particles and vibration. 	
Vocabulary			
Living things and their habitats	<ul style="list-style-type: none"> Understand that living things breath, grow, reproduce and die. Point out objects that are not living or never been alive. Identify and describe a variety of habitats and find reasons why these habitats are most suitable for the animals/plants. Discuss and identify habitats and microhabitats around school and local areas for animals and plants. 	<ul style="list-style-type: none"> Describe the difference between plants and animals. Describe the differences between mammals, fish, birds, reptiles and amphibians. Describe the difference between vertebrates and invertebrates. Recognise that living things are classified by their class. Create and use classification keys to help group different species into their class. 	<ul style="list-style-type: none"> 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 describe the life process of reproduction in some plants and animals Understand what a life cycle is and make links between the life cycles of different living things – mammals, amphibians, insects and birds

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	<ul style="list-style-type: none"> • Discover how animals acquire food by examining different food chains and the affects that will take place if one animal, plant or basic need is removed from the chain. • List a variety of food sources for animals focusing on carnivores, omnivores and herbivores. 	<ul style="list-style-type: none"> • Explain the term environment and how these can affect the animals that live there. • Explain how changes in environment can affect the animals that live there. 	<ul style="list-style-type: none"> • Describe the difference between flowering and non-flowering plants • Describe the life cycles of a plant • Compare and contrast different flowering and non-flowering plants
Vocabulary			

TLE SCIENCE OVERVIEW

YEAR 5			
	Prior year's content	Year 5 curriculum content	Subsequent year's content
Working Scientifically	<ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> Plan different scientific enquires to answer hypotheses. Understand fair testing and control factors during an enquiring. To take accurate measurements using a range of scientific equipment. Record data and results appropriately in a range of ways including diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. using test results to make predictions to set up further comparative and fair tests Use enquiry results to make predictions 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 identifying scientific evidence that has been used to support or refute ideas or arguments 	<ul style="list-style-type: none"> Plan different scientific enquires to answer hypotheses. Understand fair testing and control factors during an enquiring. To take accurate measurements using a range of scientific equipment. Record data and results appropriately in a range of ways including diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs. using test results to make predictions to set up further comparative and fair tests Use enquiry results to make predictions 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 identifying scientific evidence that has been used to support or refute ideas or arguments
Vocabulary		Hypothesis, Results, Fair test, Variable, Prediction, Evidence, Comparative, Accuracy, Method, Conclusion,	
Materials	<ul style="list-style-type: none"> Sort materials into solids, liquids and gasses by their properties. Describe the properties of solids liquids and gases. Explain the processes involved in the conversion of solids, liquids and gasses into each other. Represent the difference in particles of solids liquids and gasses. Explain the terms melting, condensation, freezing and evaporation. Explain the effect of temperature on solids liquids and gasses. Identify the parts of the water cycle. Describe the processes of the water cycle. 	<ul style="list-style-type: none"> Group materials together depending on their properties (hardness, solubility, transparency, conductivity and magnetism). Understand that materials dissolve in liquids depending upon their properties and describe how to recover a substance from a solution. To use previous knowledge of solids, liquids and gases to decide how mixtures can be separated including; filtering, sieving and evaporating. To give reasons based on scientific evidence as to why particular materials are used (metals, wood and plastics) Describe and demonstrate dissolving, mixing and describe reversible and irreversible changes. To explain that some changes are not reversible 	
Vocabulary		Material, properties, solubility, transparency, conductivity, thermal, magnets, mixture, comparative, dissolving, reversible, association	

TLE SCIENCE OVERVIEW

Animals, including humans	<ul style="list-style-type: none"> • Explain the roles of the major parts of the digestive system including mouth, oesophagus, stomach, liver, intestines and anus. • Describe the processes of the digestive system and the job done by each component. • Explain the terms enzymes, digestion, absorption, waste, acid, saliva. • Identify the different types of teeth in humans and their function in chewing. • Recognise the importance of dental hygiene. • Explain the terms producers, predators and prey. • Construct and interpret a variety of food chains, identifying producers, predators and prey. 	<ul style="list-style-type: none"> • describe the changes as humans develop to old age 	<ul style="list-style-type: none"> • Identify the main parts of the human circulatory system (heart, blood, blood vessels, veins, arteries, lungs, working muscles). • Describe the function of the heart, in relation to these key words. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe how nutrients (e.g. water) is transported in humans/animals.
Vocabulary		Foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty, progesterone, testosterone,	
Forces	<ul style="list-style-type: none"> • To compare how things, move on different surfaces. • To explain that two magnetic forces don't need to touch in order for a force to be applied. • To investigate how magnets, attract or repel each other, identifying the difference in materials. • To classify a variety of materials based on whether they are attracted to a magnet, and identify some magnetic materials. • To describe magnets as having 2 poles. • To predict whether 2 magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> • Identify the effects of gravity on all worldly objects, recognising counter forces • Identify the connection between surface area and air resistance • Identify the different forms of friction and how they impact a variety of object. • Compare how objects travel through water (water resistance) • Explain the benefits of a lever and gear in making a smaller force have a greater impact 	
Vocabulary		Air resistance, water resistance, friction, gravity, newton, gears, pulleys, weight, mass, vacuum	
Earth and Space	<ul style="list-style-type: none"> • Name the 4 seasons and the months that they cover • Recognise common weathers that they could see within these seasons • Identify appropriate activities and clothing for each season • Walk around the school grounds in each season to observe seasonal changes • Recognise and discuss the changes in daylight as they occur throughout the year • Compare characteristics of the different seasons – discuss the daylight hours in winter and spring 	<ul style="list-style-type: none"> • Order the planets of the solar system, recognising the Sun is not a planet • Use vocabulary – e.g. orbit and rotate – to describe the movements of spherical bodies • Describe the movement of the moon relative to the Earth • List the stages of the moon orbit • Explain why we have 'day' and 'night' and the Sun's appearance and movement across the sky • Explain why the Earth's axis impacts the seasons of the Earth 	
Vocabulary		Earth, sun, moon, axis, rotation, day, night, phases of the moon, star, constellation, orbit, solar, gravity.	
Living things and their habitats	<ul style="list-style-type: none"> • Describe the difference between plants and animals. • Describe the differences between mammals, fish, birds, reptiles and amphibians. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics (plants and animals)

TLE SCIENCE OVERVIEW

	<ul style="list-style-type: none"> • Describe the difference between vertebrates and invertebrates. • Recognise that living things are classified by their class. • Create and use classification keys to help group different species into their class. • Explain the term environment and how these can affect the animals that live there. • Explain how changes in environment can affect the animals that live there. 	<ul style="list-style-type: none"> • describe the life process of reproduction in some plants and animals • Understand what a life cycle is and make links between the life cycles of different living things – mammals, amphibians, insects and birds • Describe the difference between flowering and non-flowering plants • Describe the life cycles of a plant • Compare and contrast different flowering and non-flowering plants 	<ul style="list-style-type: none"> • Give reasons for classifying plants and animals based on specific characteristics.
Vocabulary		Mammal, reproduction, insect, amphibian, bird, offspring, sexual, asexual, behaviouralist	

TLE SCIENCE OVERVIEW

YEAR 6			
	Prior year's content	Nursery curriculum content	Subsequent year's content
Working Scientifically	<ul style="list-style-type: none"> To plan a variety of scientific enquiries, answering questions around a text. To understand the different variables in an experiment and control them where necessary. Take measurements using a range of scientific equipment (with increasing accuracy and precision). Record data and results using scientific diagrams, tables and graphs. Use these results to make predictions for further tests. Report findings from enquiries in conclusions, through presentations and written forms. Identify scientific evidence that has been used to support or refute ideas. 	<ul style="list-style-type: none"> To plan a variety of scientific enquiries, answering questions around a text. To understand the different variables in an experiment and control them where necessary. Take measurements using a range of scientific equipment (with increasing accuracy and precision). Record data and results using scientific diagrams, tables and graphs. Use these results to make predictions for further tests. Report findings from enquiries in conclusions, through presentations and written forms. Identify scientific evidence that has been used to support or refute ideas. 	
Vocabulary			
Evolution and Inheritance	Year 5 – Living things and their habitats <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals describe the life process of reproduction in some plants and animals Understand what a life cycle is and make links between the life cycles of different living things – mammals, amphibians, insects and birds 	<ul style="list-style-type: none"> Recognise that living things have changed over time. Understand that fossils provide information about life millions of years ago. Recognise that living things produce offspring of the same kind. Understand that normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways. Understand how this adaptation may lead to evolution. 	
Vocabulary			
Animals, including humans	describe the changes as humans develop to old age	<ul style="list-style-type: none"> Identify the main parts of the human circulatory system (heart, blood, blood vessels, veins, arteries, lungs, working muscles). Describe the function of the heart, in relation to these key words. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe how nutrients (e.g. water) is transported in plants/animals. 	
Vocabulary			
Electricity	Year 4 <ul style="list-style-type: none"> Explain and describe household equipment that runs on electricity. Identify the source of electricity including renewable, non-renewable, mains and battery. Create circuits to run a circus game using a range of basic circuit parts including buzzers, bulbs, motors, switches and cells. Identify whether circuits will function based on their construction. 	<ul style="list-style-type: none"> Understand how the voltage of cells affects the output of various appliances. Compare and give reasons for variations in how components function (e.g. brightness of bulbs, loudness of buzzers, switches). Draw recognised symbols to draw circuits. 	

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	<ul style="list-style-type: none"> Explain the role of a switch in a circuit and their importance. Sort conductors and insulators by creating a test circuit. Explain the terms conductor and insulator in relation to electricity. <p>Describe the movement of electricity around a circuit from a negative to a positive charge.</p>		
Vocabulary			
Living things and their habitats	<ul style="list-style-type: none"> 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 describe the life process of reproduction in some plants and animals Understand what a life cycle is and make links between the life cycles of different living things – mammals, amphibians, insects and birds Describe the difference between flowering and non-flowering plants Describe the life cycles of a plant Compare and contrast different flowering and non-flowering plants 	<ul style="list-style-type: none"> Describe how living things are classified into broad groups according to common observable characteristics (plants and animals) Give reasons for classifying plants and animals based on specific characteristics. 	
Vocabulary			
Light	<p>Year 3</p> <ul style="list-style-type: none"> To recognise that light is needed in order to see things and that dark is the absence of light. To investigate a variety of reflective materials. To explain how light is reflected from surfaces. To describe the dangers of the sun and how to protect themselves from this. To identify how shadows are formed. To investigate how shadow length changes. 	<ul style="list-style-type: none"> Recognise that light appears to travel in straight lines. Use this idea 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. 	
Vocabulary			