

Topics:

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Y1	Animals, including humans	Seasonal Changes	Materials	Seasonal Changes	Plants/ Seasonal Changes	Animals, including humans
Y2	Animals, including humans Habitats	Living things and their habitats Microhabitats	Materials	Plants Animals	Everyday materials Plants	Plant based materials
Y3	Rocks	Animals, including humans	Light	Forces and Magnets	Plants	Plants/Soil (catch up)
Y4	Living things and their habitats	Electricity	Sound	Animals, including humans	States of matter 1	States of matter 2
Y5	Earth and Space	Forces	Properties and changes	Materials	Animals, including humans	Animals, including humans
Y6	Evolution & Inheritance	Living things and their habitats	Electricity	Animals, including humans		Light

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
EYFS	<p>Children know that you can find out information from different sources</p> <p>Information, books, videos, search, internet.</p> <p>Adults modelling how to find information using a range of sources. Adults giving children access to books to find information.</p> <p>Children learn about the seasons and know it is Autumn. Children talk about the seasons and have some understanding about the changes that happen in the world.</p> <p>Autumn, day, dark, light, Winter, night, season, Moon, Sun, lighter, darker, shadow.</p> <p>Exploring seasons through stories, videos, books. Making a record of the seasons or weather such as a weather chart, seasons booklet etc.</p>	<p>Children identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Children are beginning to understand what 're-cycle' means and why we should do it.</p> <p>Material, wood, plastic, glass, metal, paper, recyclable, hard, soft, rough, smooth, shiny.</p> <p>Exploring the materials as a class – naming them. Exploring the properties of these materials through continuous provision and whole class inputs. Reading and investigating what recycling means and how we can recycle.</p>	<p>Understand some changes in the natural world around them, including the seasons.</p> <p>Technology, search, internet, changes, water, ice, seasons.</p> <p>Adults modelling using technology. Children having access to the technology to find information.</p> <p>Children can describe an animal using some scientific vocabulary. Children understand some animal habitats and can describe them and who lives in them.</p> <p>Polar animals (Penguin, Artic fox, Orca, Elephant seal, Polar Bear, Snowy Owl), frozen, camouflaged, survival.</p> <p>Exploring animals and labelling them. Exploring what animals need to survive and how that changes depending on the environment they are in.</p>	<p>Children are taught about growth and change.</p> <p>Images, pictures, past, present, same, different, grow, change.</p> <p>Adults providing activities and inputs based on changing and growing. Reading stories such as 'Peepo'. Use of I-sand.</p> <p>Discussions around human lifecycles and how we grow and change – children understanding how they have grown and how they will continue to grow. Looking at how they look and people older than them look – what is the same and what is different. Naming body parts and how to keep ourselves healthy.</p> <p>Hygiene, healthy, unhealthy, grow, change, germs, 5 senses, teeth brushing, dentist, face, hair, leg, human, knee, arm, elbow, back, head, toes, ear, hands, eye, fingers, mouth, nose, parent, baby, child, adult, grandparents.</p> <p>Continue with the work on seasons and weather from the Autumn term. Discussions and inputs around growth and changes in the human body. Learning about healthy eating and how the body works.</p>		<p>Children are confident at naming a range of animals and where they live (habitat) and can sort some animals into the country they live in. Children care for and look after animals and encourage others to do so. Children can compare animals and observe their changes (Lifecycles)</p> <p>Pond, garden, woodland, seaside, habitat, wild, wildlife, native, woodland, birds, (owl, duck), insects/bugs/ minibeasts (lacewing, ladybird, woodlouse, bee, wasp, spider, tarantula, earthworm, snail, millipede, butterfly, caterpillar, microhabitats.</p> <p>Identifying, observing and exploring British animals – in person, through books, videos etc.</p>

Y1	<p>Animals, including humans</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Use observations to compare and contrast animals (including humans) at first hand or through videos and photographs, describing how they identify and group them.</p>	<p>Seasonal Changes</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Observe and talk about changes in the weather and the seasons.</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>Work scientifically by making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.</p> <p>Observe and talk about changes in the weather and the seasons.</p> <p>Performing simple tests.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Observe changes.</p>	<p>Materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties.</p> <p>Explore and experiment with a wide variety of materials.</p> <p>Identifying and classifying.</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>Observing closely using simple equipment.</p> <p>Performing simple tests.</p>	<p>Seasonal Changes</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Use observations to compare and contrast animals (including humans) at first hand or through videos and photographs, describing how they identify and group them.</p> <p>Grouping and classifying. Explore and answer questions about animals in their habitat.</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>Performing simple tests. Observe changes over time.</p>	<p>Plants/ Seasonal Changes</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).</p> <p>Observe closely to see how plants grow.</p> <p>Observe closely and use simple scientific words. Collecting and sorting data. Observing closely and using simple equipment.</p> <p>Observe the growth of flowers and vegetables that they have planted.</p> <p>Keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> <p>Identifying and classifying.</p>	<p>Animals, including humans</p> <p>Grouping and classifying.</p> <p>Explore and answer questions about animals in their habitat.</p> <p>Using observations and ideas to suggest answers to questions.</p> <p>Performing simple tests.</p> <p>Observe changes over time.</p>
----	--	---	---	---	--	---

Y2	Animals, including humans	Living things and their habitats		Plants	Everyday materials
	<p>Understand that animals, including humans, have offspring that grow into adults.</p> <p>Discovering how seeds are formed by observing the different stages of plant life cycles over a period of time. (The National Curriculum only covers the life cycle of plants and not animals).</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Noticing patterns. Gathering and recording data to help in answering questions.</p> <p>Describe what happens to us as we grow older.</p> <p>Use observations and ideas to suggest answers to questions.</p>	<p>To identify that most living things live in habitats to which they are suited to and describe how different habitats provide for basic needs of the different kinds of animals and plants and how they depend on each other.</p> <p>To explore and compare the differences between the habitats. Performing simple tests.</p> <p>Gather and record data to help in answering questions.</p> <p>Identifying and classifying.</p> <p>Asking relevant questions and using primary and secondary research sources to answer them.</p> <p>Observing closely and gathering and recording data in help in answering questions.</p>		<p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Using observations and ideas to suggest answers.</p> <p>Describe how plants need water, light and suitable temperature to grow and to stay healthy.</p> <p>To ask questions that help us to find out about growing plants from seeds.</p> <p>Gathering and recording data to help answer questions.</p> <p>Performing simple tests.</p> <p>Using observations and ideas to suggest answers.</p> <p>To ask questions that help us to find out about growing plants from seeds.</p>	<p>To make links between materials and how they are used.</p> <p>Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard, for a particular use.</p> <p>To test different materials to find out how absorbent they are. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>To use scientific words related to changing shape.</p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</p> <p>To test whether recycled materials are suitable to create musical sounds from.</p> <p>To recognise that different objects can have different properties, and to sort objects according to how their shapes can be changed.</p> <p>Performing simple tests. To compare balls to find out how bouncy they are.</p>

Y3	Rocks	Animals, including humans	Light	Forces and Magnets	Plants	Plants/Soil (catch up)
	<p>Compare and group together different kinds of rocks on the basis of their appearance and 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 material.</p> <p>Communicating key concepts.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Using straightforward and scientific evidence to answer questions, or to support their findings.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Grouping and classifying.</p>	<p>Describe the importance of exercise, eating the right amount of different types of foods, and hygiene. Observing closely, using simple equipment.</p> <p>Animals cannot make their own food; they get nutrition from what they eat.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Identify that humans and some animals have skeletons and muscles for support, protections and movement.</p> <p>Reporting on findings from enquiries, including oral and written explanations, or presentation of results and conclusions.</p> <p>Using straight forward scientific evidence to answer questions, or to support their findings.</p>	<p>Know how to measure shadows, and find out how they are formed, and what might cause the shadows to change.</p> <p>Using results to draw simple conclusions.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Notice that light is reflected from surfaces.</p> <p>Using results to draw simple conclusions, make predictions for new values.</p> <p>Recognise that they need light in order to see things and that dark is the absence of light, and notice that light is reflected from surfaces.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Recognise that light from the sun can be dangerous and there are ways to protect the eyes.</p> <p>Setting up simple practical enquiries, comparative and fair tests, making accounts measurements, using standard units.</p>	<p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p> <p>Reporting on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others; describe magnets as having two poles, predict whether two magnets will attract or repel each other; depending on which poles are facing.</p> <p>Making systematic and careful observations, using a range of equipment.</p> <p>Compare how things move on different surfaces.</p> <p>Using straightforward scientific evidence to answer questions or to support their findings.</p> <p>Notice that some forces need contact between two objects.</p> <p>Setting up simple practical enquiries, comparative and fair tests.</p>	<p>Explore the parts that flowers play in the life cycle of flowering plants; including pollination, seed formation and seed dispersal.</p> <p>Recording findings, using simple scientific languages, questions, labelled diagrams.</p> <p>Oral and written explanations, displays or presentations of scientific concepts.</p> <p>Explain the part that flowers play in the life cycle of flowering plants, including roots, stem/trunk, leaves, and flowers.</p> <p>Recording findings, using simple scientific languages, questions, labelled diagrams.</p>	

<p style="text-align: center;">Y4</p>	<p>Living things and their habitats</p> <p>Explore and use classification keys to help find, identify and name a variety of living things in their local and wider environment and raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.</p> <p>Making systematic and careful observations and recording findings using diagrams or keys.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that living things can be grouped in a variety of ways. Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Explore and use classification keys to help them group, identify and name a variety of living things in their local and wider environment and put vertebrate animals into groups, for example: fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</p>	<p>Electricity</p> <p>Construct a simple series electric circuit, identifying and naming the basic parts, including cells wires, bulbs, switches, and bulbs.</p> <p>Identifying differences and similarities or changes related to scientific ideas and processes.</p> <p>Identify common appliances that run on electricity.</p> <p>Recognise some common conductors and insulators and associate metals with being good conductors.</p> <p>Identify common appliances which run on electricity. Construct a simple series electric circuit, identifying and naming the basic parts, including cells wires, bulbs, switches, and buzzers.</p> <p>Pupils should be taught about precautions for working safely.</p>	<p>Sound</p> <p>Recognise that sounds get fainter as the distance from the source increases.</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas and processes; Setting up simple practical enquiries, comparative and fair tests.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Use knowledge to explain different phenomena. Recognise that vibrations from sounds</p>	<p>Animals, including humans</p> <p>Describe the basic functions of the main parts of the digestive system in humans. Gathering and recording data in a variety of ways to help in answering questions.</p> <p>Identify the different teeth in humans and their simple functions.</p> <p>Group and classifying things, conducting a comparative and fair test.</p> <p>Describe the basic functions of the main parts of the digestive system in humans Animals, including humans (non-statutory) - be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine. Setting up practical enquiries.</p> <p>Identify that animals, including humans, need the right type and amount of nutrition, and that they cannot make their own food, they get nutrition from what they eat.</p> <p>Asking relevant questions. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Identifying differences, similarities or changes related to simple scientific ideas.</p>	<p>States of matter 1</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Identifying differences, similarities or changes related to simple scientific ideas and processes.</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>States of matter (non-statutory) - observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying.</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>Reporting on findings from enquiries, including oral and written explanations, displays, or presentations of results and conclusions.</p> <p>To describe and explain findings from an evaporation investigation, and grouping and classifying a variety of different materials.</p>	<p>States of matter 1</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Identifying differences, similarities or changes related to simple scientific ideas and processes.</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>States of matter (non-statutory) - observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying.</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>Reporting on findings from enquiries, including oral and written explanations, displays, or presentations of results and conclusions.</p> <p>To describe and explain findings from an evaporation investigation, and grouping and classifying a variety of different materials.</p>
---------------------------------------	--	--	---	--	--	--

	Earth and Space	Forces	Properties and changes	Materials	Animals, including humans	Animals, including humans
Y5	<p>Find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.</p> <p>Use existing knowledge to create a model of the solar system.</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies.</p> <p>Using test results to make predictions to set up further comparative and fair tests.</p> <p>Apply knowledge and understanding.</p> <p>Find out about the way that ideas about the solar system have developed.</p> <p>Reporting and presenting findings from enquiries, including conclusions, casual relationships of and degree of trust in results, in oral and written forms, such as displays and other presentations.</p> <p>To explain a natural process.</p>	<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</p> <p>Report and present findings using other presentations.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Explore resistance in water by making and testing boats of different shapes. Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Take measurements, use a range of scientific equipment, and take repeated accurate readings.</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p>Record data using scientific diagrams and label.</p>	<p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Describing laboratory processes.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings.</p> <p>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p> <p>Report and present findings from enquiries, share your conclusions.</p> <p>Identifying chemical changes.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Use existing knowledge to identify physical and chemical processes.</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.</p> <p>Testing properties of materials.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Plan a scientific enquiry to answer today's challenge, recognise the controlling variables.</p> <p>Explain that some changes result in the formation of new materials.</p> <p>Reporting and presenting findings from enquiries, including conclusions.</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p> <p>Build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials.</p> <p>Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings.</p>	<p>Draw a timeline to indicate stages in the growth and development of humans.</p> <p>Present information in a series of drawings.</p> <p>Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Report on findings from enquiries, including oral and written explanations, displays of results.</p> <p>Report and present findings from enquiries, including conclusions, in oral and written forms.</p> <p>Describe the changes as humans develop to old age.</p>	<p>Draw a timeline to indicate stages in the growth and development of humans. Present information in a series of drawings.</p> <p>Work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Report on findings from enquiries, including oral and written explanations, displays of results.</p> <p>Report and present findings from enquiries, including conclusions, in oral and written forms.</p> <p>Describe the changes as humans develop to old age.</p>

Y6	<p>Evolution & Inheritance</p> <p>Identify how animals and plants are adapted to suit their environment in different ways, and that adaptation may lead to evolution, and find out more about how living things on Earth have changed over time, and find out about the work of palaeontologists such as Mary Anning, and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</p> <p>Recognise that living things produce offspring of the same kind, but that offspring normally vary and are not identical to their parents.</p> <p>Identifying scientific evidence that has been used to support or refute ideas and arguments.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising</p>	<p>Living things and their habitats</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, and bar and line graphs.</p> <p>Give reasons for classifying plants and animals based on specific characteristics. Planning different types of enquiries to answer questions including recognising and controlling variables where necessary.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals, find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays or other presentations, identifying scientific evidence that has been used to support or refute ideas.</p> <p>Grouping and classifying. Record scientific data using diagrams.</p>	<p>Electricity</p> <p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit; compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches; use recognised symbols when representing a simple circuit in a diagram.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys tables, scatter graphs and / or bar and line graphs.</p> <p>Work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p> <p>Plan different types of scientific enquiries to answer questions, recognise control variables where necessary.</p> <p>Designing and making a set of traffic lights, a burglar alarm or some other useful 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>Take measurements, use a range of scientific equipment, with increasing accuracy and precision and take repeat readings.</p>	<p>Animals, including humans</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</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>Record data and results of increasing complexity using scientific diagrams.</p> <p>Plan different types of scientific enquiries to answer questions.</p> <p>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Describe the ways in which nutrients and water are transported within animals, including humans.</p>		<p>Light</p> <p>Recognise that light appears to travel in straight lines.</p> <p>Identifying evidence that has been used to support or refute ideas or arguments.</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>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.</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; 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>Noticing patterns.</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>Predict the effects of colour mixing.</p> <p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>Exploring the way that light behaves, including light sources, reflection and shadows.</p>
----	--	--	--	--	--	--