

TAVISTOCK PRIMARY AND NURSERY SCHOOL SCIENCE CURRICULUM 2024/2025

Inclusion

To make science lessons inclusive, teachers should think ahead about how certain activities or topics might pose challenges for students with special educational needs or disabilities. By planning ahead, teachers can come up with ways to make sure everyone can participate and learn effectively.

Strategies could include:

Concept Maps for Scientific Processes or Experiments:

Create concept maps or flowcharts to visually represent scientific processes or experiments.

Use symbols or icons to represent key components such as materials, procedures, observations, and conclusions.

Encourage students to orally explain the scientific process using the concept map, referring to symbols as prompts.

Visuals and Vocabulary Displays:

Display scientific questions, vocabulary, and diagrams related to the current science topic prominently in the classroom.

Refer to these displays during discussions and writing tasks to reinforce scientific language and concepts. Incorporate visuals and diagrams to aid understanding of scientific terms and phenomena.

Teaching New Vocabulary in Context:

Introduce new scientific vocabulary in context, providing model sentences and opportunities for practice within scientific contexts.

Allow students to share their understanding of new terms and use them in discussions and written work.

Picture and Word Banks:

Provide picture and word banks of key scientific terms and concepts to support understanding and retention.

Include visuals alongside scientific terms to enhance comprehension.

Multi-sensory Learning:

Engage students in hands-on experiments, demonstrations, or simulations to reinforce scientific concepts.

Encourage multi-sensory exploration by incorporating activities such as drawing diagrams, writing observations, and discussing findings.

Thinking Time:

Allow students sufficient time to process and reflect on scientific questions or prompts before engaging in discussions or activities.

Implement strategies like "think, pair, share" to promote collaborative problem-solving and idea exchange.

Designing Accessible Resources:

Ensure resources are designed with accessibility in mind, such as clear diagrams, readable fonts, and adequate space for annotation.

Consider the needs of students with SEND when designing materials, such as providing visual supports or alternative formats for information presentation.

Foundation

	Plan	Do	Record	Review
Working Scientifically	-Explore during their play and repeat an action/test making it obvious they are trying to find something out and see if the result is always the same. -Recognise when a simple comparison is unfair.	-Observe closely using all of their senses as appropriate. -During their play repeat and action/test making it obvious they are trying to find something out and see if the result is always the same. -Compare 2 (3) things by direct observation.	-Draw pictures	- Make comparisons. -Say what happened. -Order results (first, second, Third) -Spot similarities and differences.
	Biology	Biology	Chemistry	Physics
Topic	Plants	Animals, including humans	Everyday Materials	Forces, Magnets and Electricity
Scientific Knowledge	Identify plants that are in our local environment by using our senses. Recognise seasonal differences with plants and trees. Plant seeds and talk about what they need to grow. Label the parts of a plant – leaf, flower, stem and roots.	Name main body parts – head, neck, shoulders, body, legs, arms, fingers, toes, knees. (Extend to simple joints, ribs and backbone) Look at seasonal animals and develop vocabulary surrounding them. Autumn; Hedgehogs – omnivore, carnivore, herbivore, hibernate, camouflage Spring; Frogs and chickens – look at basic life-cycles Minibeasts – identify habitats and use senses to make simple observations and explanations of why minibeasts live where they do. (Using our local environment) Summer; Sea animals – Identify and name creatures that live in the sea. Talks about the way to keep healthy and stay safe. (School dinner choices, snack time and Jump start Jonny and Jasmine PE)	Be able to sort different materials – plastic, metal, paper, wood, material etc. Use cooking to explore changes of state of materials.	Opportunities for these activities within CP using STEM activities. (Some activities could include the following ideas) Use magnets to sort a range of materials. Introduce the vocabulary of repel and attract. Pushes and pulls Electricity Floating and sinking

Year R/Y1

KS1 End Points (NC)

- Has experienced and observed phenomena, having looked more closely at the natural and humanly-constructed world around them.
- Shows curiosity, asking questions about what they have noticed.
- Has developed understanding of scientific ideas through the use of different types of scientific enquiry to answer own questions, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative tests and finding things out using secondary sources of information.
- Is beginning to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways.

	Plan	Do	Record	Review
Working Scientifically	<p>Asking simple questions and recognising that they can be answered in different ways and using different types of scientific enquiries to answer them.</p> <p>-With help, begin to choose ways to try and answer a question -Take a few guided planning decisions -Recognise when simple tests are unfair -Make own suggestions on how to collect data once the data needed has been outlined -Make simple predictions if appropriate (based on something they have observed before but without an explanation)</p>	<p>Observe closely, using simple equipment. Perform simple tests.</p> <p>-Make observations related to the task or test -Use simple equipment provided -Measure using uniform non-standard units (e.g. straws) or simple standard units and measuring equipment- metre stick, cm, kg masses, l, jugs and second timer -Compare 3 or more things -Read scales to the nearest labelled division.</p>	<p>Gather and record data to help in answering questions (year 2 only).</p> <p>-Draw pictures of results/ take photos -Help teacher make a class table or chart -Complete a simple chart or two column table -Make practical block graphs/ pictograms -Make/ draw a block graph with a 1:1 scale</p>	<p>Use their observations and ideas to suggest answers to questions.</p> <p>-Describe observations -Say what they have found out -Say whether what happened was what they expected</p>
	Autumn Term	Spring Term	Summer Term	
Topic	Biology - Plants, Animals including humans	Chemistry - Everyday materials	Physics - Seasonal Changes	
Scientific Knowledge	<p>Knows and can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Knows and can identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Knows and can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals e.g. cat, robin, adder, frog, salmon.</p> <p>Knows and can identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p>Can distinguish between an object and the material from which it is made.</p> <p>Knows and can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Can describe the simple physical properties of a variety of everyday materials</p> <p>Knows and can compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Knows when each of the four seasons occurs</p> <p>Knows what the features of autumn are and what happens to trees in this season.</p> <p>Knows that days are longer in summer (sunshine hours) than in winter</p> <p>Observe changes across the four seasons.</p> <p>Knows about and can describe weather in different seasons over a year.</p> <p>Knows and can describe the features of different seasons and how they change through the year.</p>	

	<p>Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Knows and can 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>		
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Years 1/2

Years 1/2						
	Plan		Do		Record	Review
Working Scientifically	-Explore during their play and repeat an action/test making it obvious they are trying to find something out and see if the result is always the same. -Recognise when a simple comparison is unfair.		-Observe closely using all of their senses as appropriate. -During their play repeat and action/test making it obvious they are trying to find something out and see if the result is always the same. -Compare 2 (3) things by direct observation.		-Draw pictures	- Make comparisons. -Say what happened. -Order results (first, second, Third) -Spot similarities and differences.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Animals including humans	Uses of everyday materials	Uses of everyday materials	Living things and their habitats	Living things and their habitats	Plants
Scientific Knowledge	Know and have noticed that animals, including humans, have offspring which grow into adults Has found out about and described the basic needs of animals, including humans, for survival (water, food and air) Can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	Can find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Has explore and compare the differences between things that are living, dead, and things that have never been alive Knows and can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Knows and can identify and name a variety of plants and animals in their habitats, including microhabitats Know and can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Has observed and describe how seeds and bulbs grow into mature plants Has found out and can describe how plants need water, light and a suitable temperature to grow and stay healthy

Year 3

Year 3							
	Plan	Do	Record	Review			
Working Scientifically	<p>Ask relevant questions.</p> <p>Set up simple practical enquiries, comparative and fair tests. (A2, Sp2, Su1)</p> <p>-Begin to choose ways to try and answer a question (A2, Sp1, Sp2, Su1)</p> <p>-Put forward own ideas and make some planning decisions(Sp1, Sp2, Su1)</p> <p>-Suggest ways of making the test fair or if it cannot be fair, how they will answer it by looking for a pattern (A2, Sp2, Su1)</p> <p>-From a selection, say what equipment is needed (Sp1, Sp2, Su1)</p> <p>-Suggest the type of data needed to be collected (Su, Su2)</p> <p>-Make simple predictions based on everyday experience and knowledge (A2, Sp2, Su 1, Su2)</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. (Sp2, Su1, Su2)</p> <p>-Carry out a fair test of pattern seeking enquiry with help (A2, Sp1, Sp2, Su1)</p> <p>-Compare 3 or more things (A1, Sp1, Su1)</p> <p>-Use simple standard measures; m, cm, mm, kg, g, cm³, minutes, seconds, Newtons (Sp2, Su1, Su2)</p> <p>-Measure to the nearest whole or half unit or mixed units (Sp2, Su1, Su2)</p> <p>-Read scales to the nearest division labelled and unlabelled (Su2)</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions. (A1, Sp1, Sp2, Su1)</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values. (A2, Sp1, Sp2, Su1, Su2)</p> <p>Use results to draw simple conclusions and suggest improvements and raise further questions/ new questions. (A2, Sp1, Sp2, Su1)</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes. (A1, A2, Sp1, Su1)</p> <p>Say what they have found out and give an explanation for observations and simple patterns based on everyday experiences (A1, A2, Sp1, Sp2, Su1, Su2)</p>			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Topic	Biology- Nutrition	Biology – Animals including humans	Chemistry - Rocks	Physics - Light	Physics – forces and magnets		Biology - Plants
Scientific Knowledge	identify that animals, including humans, need the right types and amount of nutrition, and that they	identify that humans and some other animals have skeletons and muscles for support,	compare and group together different kinds of rocks on the basis of their appearance	recognise that they need light in order to see things and that dark is the absence of	compare how things move on different surfaces notice that some forces need contact between		identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers explore the

	cannot make their own food; they get nutrition from what they eat	protection and movement.	<p>and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter.</p>	<p>light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change.</p>	<p>two objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having two poles</p> <p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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Year 4

Year 4					
	Plan		Do	Record	Review
Working Scientifically	<p>Ask relevant questions.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>-Begin to choose ways to try and answer a question</p> <p>-Put forward own ideas and make some planning decisions</p> <p>-Suggest ways of making the test fair or if it cannot be fair, how they will answer it by looking for a pattern</p> <p>-From a selection, say what equipment is needed</p> <p>-Suggest the type of data needed to be collected</p> <p>-Make simple predictions based on everyday experience and knowledge</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>-Carry out a fair test of pattern seeking enquiry with help</p> <p>-Compare 3 or more things</p> <p>-Use simple standard measures; m, cm, mm, kg, g, cm³, minutes, seconds, Newtons</p> <p>-Measure to the nearest whole or half unit or mixed units</p> <p>-Read scales to the nearest division labelled and unlabelled</p>	<p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</p> <p>-Construct a simple 2 column table</p> <p>-Draw bar charts 1:1, 1:2, 1:5 and 1:10 scale and begin to plot line graphs.</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values.</p> <p>Use results to draw simple conclusions and suggest improvements and raise further questions/ new questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>-Say what they have found out and give an explanation for observations and simple patterns based on everyday experiences</p>
	Autumn 1	Autumn 2	Spring 1 and 2	Summer 1	Summer 2
Topic	Electricity	States of matter	Sound	Living things and their habitats	Animals including humans
Scientific Knowledge	<p>Can Identify common appliances that run on electricity.</p> <p>Can construct a simple series electrical</p>	<p>Knows and can compare and group materials together, according to whether they are solids, liquids or</p>	<p>Knows and can identify how sounds are made, associating some of them with something vibrating.</p> <p>Can recognise that</p>	<p>Can recognise that some living things can be grouped in a variety of ways.</p> <p>Can and have used classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p>Know and can describe the simple functions of the basic parts of the digestive system in humans.</p>

	<p>circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Knows and can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp lights in a simple series circuit.</p> <p>Can recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>gases.</p> <p>Has observed that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}C$)</p> <p>Knows and can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>vibrations from sounds travel through a medium to the ear.</p> <p>Can find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Can find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Can recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Knows and can identify the different types of teeth in humans and their simple functions.</p> <p>Can construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
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Year 5

	Plan		Do		Record	Review
<p>Working Scientifically (Previous academic year a mixed 4/ 5 class were taught the year 5 endpoints)</p>	<p>Ask relevant questions.</p> <p>Set up simple practical enquiries, comparative and fair tests. (A2, Sp2,Su1)</p> <p>-Begin to choose ways to try and answer a question (A2, Sp1, Sp2, Su1)</p> <p>-Put forward own ideas and make some planning decisions(Sp1, Sp2, Su1)</p> <p>-Suggest ways of making the test fair or if it cannot be fair, how they will answer it by looking for a pattern (A2, Sp2, Su1)</p> <p>-From a selection, say what equipment is needed (Sp1, Sp2, Su1)</p> <p>-Suggest the type of data needed to be collected (Su, Su2)</p> <p>-Make simple predictions based on everyday experience and knowledge (A2, Sp2, Su1, Su2)</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. (Sp2,Su1,Su2)</p> <p>-Carry out a fair test of pattern seeking enquiry with help (A2,Sp1,Sp2,Su1)</p> <p>-Compare 3 or more things (A1, Sp1,Su1)</p> <p>-Use simple standard measures; m, cm, mm, kg, g, cm3, minutes, seconds, Newtons (Sp2,Su1, Su2)</p> <p>-Measure to the nearest whole or half unit or mixed units (Sp2, Su1, Su2)</p> <p>-Read scales to the nearest division labelled and unlabelled (Su2)</p>		<p>Gather, record, classify and present data in a variety of ways to help in answering questions. (A1, Sp1, Sp2, Su1)</p>	<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions, making predictions for new values. (A2, Sp1, Sp2, Su1, Su2)</p> <p>Use results to draw simple conclusions and suggest improvements and raise further questions/ new questions. (A2, Sp1, Sp2, Su1)</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes. (A1, A2, Sp1, Su1)</p> <p>Say what they have found out and give an explanation for observations and simple patterns based on everyday experiences (A1, A2, Sp1, Sp2, Su1, Su2)</p>
	Autumn 1	Autumn 2	Spring 1 and 2		Summer 1	Summer 2
Topic	Biology- Nutrition	Biology – Animals including humans	Chemistry - Rocks		Physics - Light	Physics – forces and magnets
Scientific Knowledge	<p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from</p>		<p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p>	<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>observe how magnets</p>

			rocks and organic matter.	find patterns in the way that the size of shadows change.	attract or repel each other and attract some materials and not others 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 describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.
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Year 6

	Plan		Do		Record		Review	
Working Scientifically	<p>Plan different types of scientific enquiries, including recognising and controlling variables where necessary to answer questions.</p> <p>-Ask a variety of types of scientific questions (A2)(Sp1)(Su1) -Choose the most appropriate scientific enquiry method to answer a question and outline the method (A1)(Su1) -List all the equipment needed (A1)(A2)(Sp1)(Sp2) -Decide what data to collect and how much of it is needed (A1)(Sp1)(Sp2)(Su1) -Make predictions based on scientific knowledge (A1)(A2)(Sp1)(Sp2)(Su1)</p>		<p>Take measurements using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate.</p> <p>-Make a series of measurements adequate for the task (Sp1) -Select appropriate measuring equipment (A1)(Sp1) -Use standard measure as in including fractions and mixed units and decimals to one place (A1)(Sp1) -Read scales with increased accuracy -Compare 5 or more things (A1)(Sp1) -Select apparatus and use with care(A1)(A2)(Sp1) -Read scales with precision and accuracy appropriate to the task(Sp1) -Repeat readings and find averages (A1)(Sp1)(Sp2)</p>		<p>Record data and results of increasing complexity using scientific diagrams, labels, classification keys, tables, scatter graphs, bar and line graphs and models.</p> <p>-Present information clearly in tables including for repeat readings (A1)(A2)(Sp2) -Record observations and measurements systematically (A1)(A2)(Sp1)(Sp2) -Draw bar graphs using more complex scales, possibly involving fractions or decimals)(Su1) -Draw line graphs, possibly involving fractions and decimals (A1)(Sp1)</p>		<p>Report and present findings from enquiries, including conclusions, casual relationships and explanations of results, explanations of the degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p> <p>-Use graphs to spot and interpret patterns/ trends in results (A1)(Sp1)(Su1) -Draw conclusions using these patterns and begin to relate conclusions to scientific knowledge and understanding consistent with the evidence (A1)(A2)(Sp1)(Su1) -Offer simple explanation for differences in repeated measurements/ observations (A1)(A2)(Sp1)(Sp2)(Su1)</p>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
Topic	Biology – Animals including humans	Biology - Evolution and inheritance	Physics - Light	Physics – Electricity	Biology – Living things and their habitats	RSE		
Scientific Knowledge	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the impact of diet, exercise, drugs and lifestyle on the way their bodies function .	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. Recognise that living things produce offspring of the same kind, but normally	Recognise that light appears to travel in straight lines. Know 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	Explain that 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	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying			

	<p>Describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>light sources to our eyes or form light sources to objects and then to our eyes.</p> <p>Use the idea that light travels in straight lines to explain why shadow have the same shape as the objects that cast them.</p>	<p>loudness of buzzers and the on/off position of switches.</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>plants and animals based on specific characteristics</p>	
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