

Science

National Curriculum Aims

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Core Concepts

Human Body
Staying safe
Healthy lifestyle
Changes
Earth
Phenomena
Forces
Identification and Classification
Properties and uses
Parts and functions
Nutrition
Survival
Habitats
Physical things
Living things

Pattern seeking
 Modelling
 Reporting and concluding
 Gathering and recording data
 Questioning
 Measurement
 Investigation
 Observation

End of phase expectations

EYFS expectations

Key Stage 1 National Curriculum Expectations

Key Stage 2 National Curriculum Expectations

<p>3 and 4 Year olds</p> <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. • Explore how things work • Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. • Begin to understand the need to respect and care for the natural environment and all living things. • Explore and talk about different forces they can feel. • Talk about the differences between materials and changes they notice <p>Reception children</p> <ul style="list-style-type: none"> • Describe what they see, hear and feel whilst outside. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>ELG</p>	<p>The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin 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. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.</p> <p>‘Working scientifically’ is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <p>Pupils should read and spell scientific vocabulary at a level consistent with their increasing word-reading and spelling knowledge at key stage 1.</p>	<p>The principal focus of science teaching in key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.</p> <p>‘Working and thinking scientifically’ is described separately at the beginning of the programme of study, but must always be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.</p> <p>Pupils should read, spell and pronounce scientific vocabulary correctly.</p>
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Knowledge and Skills

Core Concepts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human body	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Identify some of the different body parts from pictures.	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Different body parts are used for different things, such as the eyes are used to see. Draw pictures of the human body and name some of the different body parts.	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch. Draw and label the main parts of the human body and say which body part is associated with which sense.	Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly. Describe the stages of human development (baby, toddler, child, teenager, adult and elderly).	Humans have a skeleton and muscles for movement, support and protecting organs. Major bones in the human body include the skull, ribs, spine, humerus, ulna, radius, pelvis, femur, tibia and fibula. Major muscle groups in the human body include the biceps, triceps, abdominals, trapezius, gluteals, hamstrings, quadriceps, deltoids, gastrocnemius, latissimus dorsi and pectorals. Describe how humans need the skeleton and muscles for support, protection and movement.	The digestive system is responsible for digesting food and absorbing nutrients and water. The main parts of the digestive system are the mouth, oesophagus, stomach, small intestines, large intestines and rectum. The mouth starts digestion by chewing food and mixing it with saliva. The oesophagus transports the chewed food to the stomach, where it mixes with stomach acid and gets broken down into smaller pieces. In the small intestine, nutrients from the food are absorbed by the body. In the large intestine, water is absorbed by the body. The remaining undigested	Humans reproduce sexually, which involves two parents (one female and one male) and produces offspring that are different from the parents. Describe the process of human reproduction.	The circulatory system includes the heart, blood vessels and blood. The heart pumps blood through the blood vessels and around the body. There are three types of blood vessel: arteries, veins and capillaries. They each have a different-sized hole (lumen) and walls. The blood carries gases (oxygen and carbon dioxide), water and nutrients to where they are needed. The red blood cells carry oxygen and carbon dioxide around the body. The blood also contains white blood cells, which protect the body from infection. Name and describe the purpose of the circulatory system and the functions of the heart, blood

						waste is stored in the rectum before excretion through the anus. Describe the purpose of the digestive system, its main parts and each of their functions.		vessels and blood.
Staying safe	It is important to listen to adults and follow simple rules to stay safe. Follow simple rules with the help of an adult.	Rules help to keep us safe in different environments and when using certain equipment. Follow instructions when in different environments and when handling simple equipment, such as scissors.	It is important to stay safe. Some ways to stay safe include staying safe in strong sunlight (sun cream, sun hat and sunglasses), crossing roads (stop, look and listen), in the kitchen (not touching hot or sharp objects) and with household chemicals (not touching, drinking or eating). Describe ways to stay safe in some familiar situations.	Humans need water, food, air and shelter to survive. Describe what humans need to survive.	Light from the Sun is damaging for vision and the skin. Protection from the Sun includes sun cream, sun hats, sunglasses and staying indoors or in the shade. Explain why light from the Sun can be dangerous.	Working with electrical circuits can be dangerous. Precautions include not touching electrical components with wet hands and not putting batteries in mouths. Explain the precautions needed for working safely with electrical circuits.	Very hot and very cold materials can burn skin. Heating materials should be done safely. Explain the precautions needed for working safely when heating, burning, cooling and mixing materials.	Lasers are intense beams of light and they should never be pointed at people's faces or aircraft. Explain the dangers of using lasers and ways to use them safely.
Healthy lifestyle	Washing their hands after going to the toilet and before eating helps people to stay healthy. Wash and dry hands after going to the toilet and before eating.	Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs. Wash and dry hands regularly and say why this is important.	Hand washing and good hygiene are important parts of a healthy lifestyle and prevent the spread of germs. Explain why hand washing and cleanliness are important.	A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems. Describe the importance of a	Humans have to get nutrition from what they eat. It is important to have a balanced diet made up of the main food groups, including proteins, carbohydrates, fruit and vegetables, dairy products and alternatives, and fats and spreads. Humans need to	Regular teeth brushing, limiting sugary foods and visiting the dentist are important for good oral hygiene. Describe what damages teeth and how to look after them.	Good personal hygiene (washing, wearing clean clothes and brushing teeth) can prevent disease or illness. Puberty is the period during which adolescents reach sexual maturity and become capable of reproduction. It causes	Lifestyle choices can have a positive (exercise and eating healthily) or negative (drugs, smoking and alcohol) impact on the body. Explain the impact of positive and negative lifestyle choices on the body.

				healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene.	stay hydrated by drinking water. Explain the importance and characteristics of a healthy, balanced diet.		physical and emotional changes. Explain why personal hygiene is important during puberty.	
Pattern seeking	The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold.	The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter.	There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Observe changes across the four seasons.	The UK has typical weather in each of the seasons. For example, winter is cold and sometimes frosty, whereas summer is warm and sometimes sunny. Describe typical UK seasonal weather patterns.	Shadows change shape and size when the light source moves. For example, when the light source is high above the object, the shadow is short and when the light source is low down, the object's shadow is long. Find patterns in the way shadows change during the day.	<ul style="list-style-type: none"> •Volume is how loud or quiet a sound is. The harder an instrument is hit, plucked or blown, the stronger the vibrations and the louder the sound. Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments. •Pitch is how high or low a sound is. Parts of an instrument that are shorter, tighter or thinner produce high-pitched sounds. Parts of an instrument that are longer, looser or fatter produce low-pitched sounds. Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments. 	As Earth orbits the Sun, it also spins on its axis. It takes Earth a day (24 hours) to complete a full spin. During the day, the Sun appears to move through the sky. However, this is due to the Earth rotating and not the Sun moving. Earth rotates to the east or, if viewed from above the North Pole, it rotates anti-clockwise, which means the Sun rises in the east and sets in the west. As Earth rotates, different parts of it face the Sun, which brings what we call daytime. The part facing away is in shadow, which is night time. Use the idea of Earth's rotation to explain day and night, and the Sun's apparent movement across the sky.	A shadow appears when an object blocks the passage of light. Apart from some distortion or fuzziness at the edges, shadows are the same shape as the object. The distortion or fuzziness depends on the position or type of light source. Explain, using words, diagrams or a model, why shadows have the same shape as the objects that cast them and how shadows can be changed.

<p>Changes</p>	<p>In the winter, the evenings get darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length.</p>	<p>The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter. Notice and talk about the differences in day length between the seasons.</p>	<p>Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months. Observe and describe how day length changes across the year.</p>	<p>Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. Describe how some objects and materials can be changed and how these changes can be desirable or undesirable.</p>	<p>Fossils form over millions of years and are the remains of a once-living organism, preserved as rock. Scientists can use fossils to find out what life on Earth was like in prehistoric times. Fossils form when a living thing dies in a watery environment. The body gets covered by mud and sand and the soft tissues rot away. Over time, the ground hardens to form sedimentary rock and the skeletal or shell remains turn to rock. Describe simply how fossils are formed, using words, pictures or a model.</p>	<p>Heating or cooling materials can bring about a change of state. This change of state can be reversible or irreversible. The temperature at which materials change state varies depending on the material. Water changes state from solid (ice) \rightleftharpoons liquid (water) at 0°C and from liquid (water) \rightleftharpoons gas (water vapour) at 100°C. The process of changing from a solid to liquid is called melting. The reverse process of changing from a liquid to a solid is called freezing. The process of changing from a liquid to a gas is called evaporation. The reverse process of changing from a gas to a liquid is called condensation. Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in</p>	<p>Reversible changes include heating, cooling, melting, dissolving and evaporating. Irreversible changes include burning, rusting, decaying and chemical reactions. Identify, demonstrate and compare reversible and irreversible changes.</p>	<p>Describe some significant changes that have happened on Earth and the evidence, such as fossils, that support this.</p>
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Earth	Ways to describe daily weather include sunny, rainy, warm or cold. Weather is warmer in the summer and colder in the winter. Say what the daily weather is like.	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. Describe simply how weather changes as the seasons change.	Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter. Observe and describe different types of weather.	The Earth is spherical and is covered in water and land. When it is daytime in one location, it is night time on the other side of the world. Describe features of Earth using words and pictures.	Soils are made from tiny pieces of eroded rock, air and organic matter. There are a variety of naturally occurring soils, including clay, sand and silt. Different areas have different soil types. Investigate soils from the local environment, making comparisons and identifying features.	The water cycle has four stages: evaporation, condensation, precipitation and collection. Water in lakes, rivers and streams is warmed by the Sun, causing the water to evaporate and rise into the air as water vapour. As the water vapour rises, it cools and condenses to form water droplets in clouds. The clouds become full of water until the water falls back to the ground as precipitation (rain, hail, snow and ice). The fallen water collects back in lakes, rivers and streams. Evaporation and condensation are caused by temperature changes. Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.	<ul style="list-style-type: none"> •The Solar System is made up of the Sun and everything that orbits around it. There are eight planets in our Solar System: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune. Earth orbits around the Sun and a year (365 days) is the length of time it takes for Earth to complete a full orbit. Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. •The Moon orbits Earth, completing a full orbit every month (28 days). Describe or model the movement of the Moon relative to Earth. 	<ul style="list-style-type: none"> •Light sources give out light. They can be natural or artificial. When light hits an object, it is absorbed, scattered, reflected or a combination of all three. Light from a source or reflected light enter the eye. Vertebrates, such as mammals, birds and reptiles, have a cornea and lens that refracts light that enters the eye and focuses it on the nerve tissue at the back of the eye, which is called the retina. Once light reaches the retina, it is transmitted to the brain via the optic nerve. Explain that, due to how light travels, we can see things because they give out or reflect light into the eye. •Light travels in straight lines. Identify that

								light travels in straight lines.
Phenomena	Notice and begin to describe natural phenomena, such as weather, rainbows and clouds.	Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. Name and describe natural phenomena, such as the size of shadows, the colours of a rainbow, the speed of clouds moving across the sky and the strength of a wave.	A shadow is formed when light from a light source, such as the Sun, is blocked by an opaque object, but not by transparent objects. Explain in simple terms how shadows are formed.	When an instrument is played by plucking, striking or blowing, the air around or inside it vibrates. These vibrations travel as a sound wave to the ear. Explain in simple terms how sounds are made.	A shadow is formed when light from a light source, such as the Sun, is blocked by an object. Opaque objects cast dark shadows. Translucent objects cast pale shadows. Transparent objects cast very pale shadows. Explain, using words or diagrams, how shadows are formed when a light source is blocked by an opaque object. <ul style="list-style-type: none"> • Dark is the absence of light and we need light to be able to see. Describe the differences between dark and light and how we need light to be able to see. 	When an instrument is played, the air around or inside it vibrates. These vibrations travel as a sound wave. Sound waves travel through a medium, such as air or water, to the ear. Explain how sounds are made and heard using diagrams, models, written methods or verbally.	The Sun, Earth, Moon and the planets in our solar system are roughly spherical. All planets are spherical because their mass is so large that they have their own force of gravity. This force of gravity pulls all of a planet's material towards its centre, which compresses it into the most compact shape – a sphere. Describe the Sun, Earth and Moon as approximately spherical bodies and use this knowledge to understand the phases of the Moon and eclipses.	'White' light is a term used to describe visible, ordinary daylight. White light can be split into a spectrum of colours (rainbow) by droplets of water or prisms. Describe, using scientific language, phenomena associated with refraction of light.
Forces	Some objects float and others sink. Talk about and play with objects that float and sink and describe different forces that they can feel.	Some objects float and others sink. When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. Describe, predict and sort things that float and	Simple equipment can be used for measuring weather, such as measuring temperature with a thermometer; identifying wind direction and force with a windsock or measuring rainfall with a	Some objects float and others sink. Objects that float are typically light or hollow. Objects that sink are typically heavy or dense. Sort and group objects that float and sink.	An object will not move unless a pushing or pulling force is applied. Some forces require direct contact, whereas other forces can act at a distance, such as magnetic force. Explain that an object will not move	A series circuit is a simple loop with only one path for the electricity to flow. A series circuit must be a complete loop to work and have a source of power from a battery or cell. Predict and describe whether a circuit will work	Gravity is a force of attraction. Anything with a mass can exert a gravitational pull on another object. The Earth's large mass exerts a gravitational pull on all objects on Earth, making dropped objects fall to the	Voltage is measured in volts (V) and is a measure of the difference in electrical energy between two parts of a circuit. The bigger the voltage, the more electrons are pushed through the circuit. The more

		sink and talk about the forces that they can feel.	rain gauge. Investigate weather using toys, models or simple equipment.		unless a push or pull force is applied, describing forces in action and whether the force requires direct contact or whether the force can act at a distance (magnetic force).	based on whether or not the circuit is a complete loop and has a battery or cell.	ground. Explain that objects fall to Earth due to the force of gravity.	voltage flowing through a lamp, buzzer or motor, the brighter the lamp, the louder the buzzer and the faster the motor. Explain how the brightness of a lamp or volume of a buzzer is affected by the number and voltage of cells used in a circuit.
Modelling	Toys and models that are powered by a battery can be switched on and off. Play with and explore battery-powered toys and models.	Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. Explore and describe electrical and non-electrical light sources.	Electrical circuits can light lamps or sound a buzzer. A switch turns an electrical circuit off and on. Describe, following exploration, what simple electrical circuits can do.	Models can have moving parts that use levers, sliders, wheels and axles. Make models with moving parts.	Make working models with simple mechanisms or electrical circuits.	Electrical components include cells, wires, lamps, motors, switches and buzzers. Switches open and close a circuit and provide control. Construct operational simple series circuits using a range of components and switches for control.	Mechanisms, such as levers, pulleys and gears, give us a mechanical advantage. A mechanical advantage is a measurement of how much a simple machine multiplies the force that we put in. The bigger the mechanical advantage, the less force we need to apply. Describe and demonstrate how simple levers, gears and pulleys assist the movement of objects.	There are recognised symbols for different components of circuits. Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components.
Report and conclude	Begin to offer simple explanations for why things happen.	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for	The results are information that has been found out from an investigation. Talk about what they have done and say, with help, what they	The results are information that has been found out from an investigation and can be used to answer a question. Begin to notice	Results are information that has been discovered as part of an investigation. A conclusion is the answer to a question that	Results are information, such as data or observations, that have been found out from an investigation. A conclusion is the answer to a	The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is	The results are information, such as measurements or observations, that have been collected during an investigation. A conclusion is

		why things happen, making use of vocabulary, such as, because, then and next.	think they have found out.	patterns and relationships in their data and explain what they have done and found out using simple scientific language.	uses the evidence collected. Use suitable vocabulary to talk or write about what they have done, what the purpose was and, with help, draw a simple conclusion based on evidence collected, beginning to identify next steps or improvements.	question that uses the evidence collected. Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.	an explanation of what has been discovered using evidence collected. Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.	an explanation of what has been discovered, using correct, precise terminology and collected evidence. Report on and validate their findings, answer questions and justify their methods, opinions and conclusions, and use their results to suggest improvements to their methodology, separate facts from opinions, pose further questions and make predictions for what they might observe.
Gather and record data		Data can be recorded in tables and pictograms. Record data in simple tables and pictograms.	Data can be recorded and displayed in different ways, including tables, pictograms and drawings. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).	Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy.	Data can be recorded and displayed in different ways, including tables, charts, graphs and labelled diagrams. Data can be used to provide evidence to answer questions. Gather and record findings in a variety of ways (diagrams, tables, charts and graphs) with increasing accuracy.	Data can be recorded and displayed in different ways, including tables, charts, graphs, keys and labelled diagrams. Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).	Data can be recorded and displayed in different ways, including tables, bar and line charts, classification keys and labelled diagrams. Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).	Data can be recorded and displayed in different ways, including tables, bar and line charts, scatter graphs, classification keys and labelled diagrams. Choose an appropriate approach to recording accurate results, including scientific diagrams, labels, timelines, classification keys, tables, models and graphs (bar, line

								and scatter), linking to mathematical knowledge.
Questioning	Question words include why, what, when and how. Ask or answer a simple scientific question.	Question words include who, why, what, when, where and how. Ask a relevant scientific question to find out more, explain how things work and why they might happen.	Question words include what, why, how, when, who and which. Ask simple scientific questions.	Questions can help us find out about the world. Ask and answer scientific questions about the world around them.	Questions can help us find out about the world and can be answered in different ways. Ask questions about the world around them and explain that they can be answered in different ways.	Questions can help us find out about the world and can be answered using scientific enquiry. Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them.	Questions can help us find out about the world and can be answered using a range of scientific enquiries. Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.	Questions can help us find out about the world and can be answered using a range of scientific enquiries, including fair tests, research and observation. Ask and answer deeper and broader scientific questions about the local and wider world that build on and extend their own and others' experiences and knowledge.
Measurement	Place two to three items in order based on length, height or capacity.	Simple equipment can be used to measure distance, height, weight and time. With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time.	Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers and hand lenses. With support, use simple equipment to measure and make observations.	Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. Use simple equipment to measure and make observations.	Equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers (°C) and metre sticks (millimetres, centimetres and metres). Taking repeat readings can increase the accuracy of the measurement. Take	Equipment is used to take measurements in standard units. Examples include data loggers plus sensors, timers (seconds, minutes and hours), thermometers (°C), and metre sticks, rulers or trundle wheels (millimetres, centimetres, metres). Take accurate measurements in standard units,	Specialised equipment is used to take measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C), and measuring tapes (millimetres, centimetres, metres). Take	Specialised equipment is used to take accurate measurements in standard units. Examples include data loggers plus sensors, such as light (lux), sound (dB) and temperature (°C); timers (seconds, minutes and hours); thermometers (°C) and measuring tapes (millimetres, centimetres,

					measurements in standard units, using a range of simple equipment.	using a range of equipment.	increasingly accurate measurements in standard units, using a range of chosen equipment.	metres). Take accurate, precise and repeated measurements in standard units, using a range of chosen equipment.
Investigation	Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials.	When we try things out to see if they work, it is called a test. Observe how activities are going and adapt their ideas if necessary.	Simple tests can be carried out by following a set of instructions. With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.	Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions.	Tests can be set up and carried out by following or planning a set of instructions. A prediction is a best guess for what might happen in an investigation based on some prior knowledge. Set up and carry out some simple, comparative and fair tests, making predictions for what might happen.	Scientific enquiries can be set up and carried out by following or planning a method. A prediction is a statement about what might happen in an investigation, based on some prior knowledge or understanding. A fair test is one in which only one variable is changed and all others remain constant. Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately.	A method is a set of clear instructions for how to carry out a scientific investigation. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.	A method is a set of clear instructions for how to carry out a scientific investigation, including what equipment to use and observations to make. A variable is something that can be changed during a fair test. A prediction is a statement about what might happen in an investigation based on some prior knowledge or understanding. Plan and carry out a range of enquiries, including writing methods, identifying and controlling variables, deciding on equipment and data to collect and making predictions based on prior knowledge and understanding.
Observation	Talk about some of the things that they have	With support, observe, record and talk about	Objects, materials and living things can	Objects, materials and living things can	An observation involves looking closely at	An observation involves looking closely at	An observation involves looking closely at	An observation involves looking closely at

	observed using simple scientific vocabulary.	materials and living things.	be looked at and compared. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.	be looked at, compared and grouped according to their features. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning.	objects, materials and living things, which can be compared and grouped according to their features. Make increasingly careful observations, identifying similarities, differences and changes and making simple connections.	objects, materials and living things. Observations can be made regularly to identify changes over time. Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections.	objects, materials and living things. Accurate observations can be made repeatedly or at regular intervals to identify changes over time. Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.	objects, materials and living things. Accurate observations can be made repeatedly or at regular intervals to identify changes over time, identify processes and make comparisons. Independently decide which observations to make, when and for how long and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.
Identification and classification	Objects are made from different materials. Everyday materials include plastic, wood and glass. Explore and sort everyday items, with support, into groups of the same material.	Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. Name and sort everyday items into groups of the same material.	A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric. Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.	Some foods, such as ice and chocolate, melt when heated, but then harden (solidify or freeze) when cooled. Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations.	Light can be reflected from different surfaces. Some surfaces are poor reflectors, such as some fabrics, while other surfaces are good reflectors, such as mirrors. Group and sort materials as being reflective or non-reflective.	Materials can be grouped according to whether they are solids, liquids or gases. Solids stay in one place and can be held. Some solids can be squashed, bent, twisted and stretched. Examples of solids include wood, metal, plastic and clay. Liquids move around (flow) easily and are difficult to hold.	<ul style="list-style-type: none"> Materials can be grouped according to their basic physical properties. Properties include hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism. Compare and group everyday materials by their properties, including 	Heat energy is transferred in three different ways: conduction, convection and radiation. A material that allows heat energy to travel through it is a thermal conductor. Poor thermal conductors are known as thermal insulators. Insulation is important for the

						<p>Liquids take the shape of the container in which they are held. Examples of liquids include water, juice and milk. Gases spread out to fill the available space and cannot be held. Examples of gases include oxygen, helium and carbon dioxide. Air is a mixture of gases. Group and sort materials into solids, liquids or gases.</p>	<p>hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism.</p> <ul style="list-style-type: none"> •Some materials (solutes) will dissolve in liquid (solvents) to form a solution. The solute can be recovered by evaporating off the solvent by heating. Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent. 	<p>survival of many animals. Blubber is a layer of fat that acts as an insulator under the skin of some animals, such as walruses and whales. It is an adaptation that is essential for their survival. Animals with fur, such as polar bears and Arctic foxes, trap a layer of air close to their skin to insulate them from the cold. Investigate and identify good thermal insulators, describing their common features.</p>
<p>Properties and uses</p>	<p>Different materials can be used for different things because they are hard, soft, bendy or waterproof. Waterproof items, such as Wellington boots, raincoats and umbrellas, protect us from the rain. Explore and talk about materials which are waterproof.</p>	<p>Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass. Identify that materials have different properties and explore and sort magnetic and non-magnetic materials</p>	<p>Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof. Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque</p>	<p>A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars. Compare the suitability of a range of everyday materials for</p>	<ul style="list-style-type: none"> •There are three different rock types: sedimentary, igneous and metamorphic. Sedimentary rocks form from mud, sand and particles that have been squashed together over a long time to form rock. Examples include sandstone and limestone. Igneous rocks are made from 	<p>Electrical conductors allow electricity to flow through them, whereas insulators do not. Common electrical conductors are metals. Common insulators include wood, glass, plastic and rubber. Describe materials as electrical conductors or insulators.</p>	<ul style="list-style-type: none"> •A material's properties dictate what it can be used for. For example, cooking pans are made from metal, which is a good thermal conductor, allowing heat to quickly transfer from the hob to the contents of the pan. Describe, using evidence from comparative or fair tests, why a material has 	<p>Mirrors and lenses are used in a range of everyday objects (telescopes, periscopes, cards and on roads). The human eye has a lens that bends and focuses light on the back of the eye (retina) so that we can see. Describe, using diagrams, how light behaves when reflected off a mirror (plane, convex or concave) and</p>

		through play and exploration.	or transparent; bendy or rigid and waterproof or not waterproof.	particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard .	<p>cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples include slate and marble. Compare and group rocks based on their appearance, properties or uses.</p> <ul style="list-style-type: none"> •Some materials have magnetic properties. Magnetic materials are attracted to magnets. All magnetic materials are metals but not all metals are magnetic. Iron is a magnetic metal. Compare and group materials based on their magnetic properties. 		<p>been chosen for a specific use, including metals, wood and glass.</p> <ul style="list-style-type: none"> •Some mixtures can be separated by filtering, sieving and evaporating. Sieving can be used to separate large solids from liquids and some solids from other solids. Filtering can be used to separate small solids from liquids. Evaporating can be used to separate dissolved solids from liquids. Separate mixtures by filtering, sieving and evaporating. 	when passing through a lens (concave or convex).
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<p>Identification and classification</p>	<ul style="list-style-type: none"> Plants and trees are living things. Care for growing seeds and plants and describe observable features of different types of plants and trees. Animals are living things. There are lots of different types of animals. Pets are animals. Name a variety of domestic and wild animals. 	<ul style="list-style-type: none"> Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. Begin to name and group plants and trees according to their observable features. Animals are living things. There are different types of animal. Parent and baby mammals include cow and calf, sheep and lamb, and cat and kitten. Parent and baby birds include duck and duckling, chicken and chick, and goose and gosling. Match animals to their young. 	<ul style="list-style-type: none"> Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that shed old leaves and grow new leaves all year round are called evergreen trees. Examples include holly and pine. Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals. Identify, compare, group 	<ul style="list-style-type: none"> Animals have offspring that grow into adults. Different animals have different stages of growth or life cycles. Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog). A habitat is a place where a living thing lives. A microhabitat is a very small habitat. Identify and name a variety of plants and animals in a range of habitats and microhabitats. 	<p>Some animals have skeletons for support, movement and protection. Endoskeletons are those found inside some animals, such as humans, cats and horses. Exoskeletons are those found on the outside of some animals, such as beetles and flies. Some animals have no skeleton, such as slugs and jellyfish. Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and an external skeleton (exoskeleton).</p>	<p>Scientists classify living things according to shared characteristics. Animals can be divided into six main groups: mammals, reptiles, amphibians, birds, fish and invertebrates. These groups can be further subdivided. Classification keys are scientific tools that aid the identification of living things. Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour.</p>	<p>Flowering plants reproduce sexually. The flower is essential for sexual reproduction. Other plants reproduce asexually. Bulbs, corms and rhizomes are some parts used in asexual reproduction in plants. Group and sort plants by how they reproduce.</p>	<ul style="list-style-type: none"> Classification keys help us identify living things based on their physical characteristics. Use and construct classification systems to identify animals and plants from a range of habitats. Scientists classify living organisms into broad groups according to their characteristics. Vertebrates are an example of a classification group. There are a number of ranks, or levels, within the biological classification system. The first rank is called a kingdom, the second a phylum, then class, order, family, genus and species. Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on
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			and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features.					similarities and differences.
Parts and functions	<ul style="list-style-type: none"> •Parts of a plant include flower, petal, leaf and stem. Begin to talk about and draw plants with attention to their parts. •Animals have some similar and some different body parts. Begin to talk about and name the body parts of common animals, including pets. 	<ul style="list-style-type: none"> •Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. Name and describe basic features of plants and trees. •Different animal groups have some common body parts, such as birds have wings and fish have fins. Identify common features for different groups of animals, including wild and domestic animals. 	<ul style="list-style-type: none"> •The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk. Label and describe the basic structure of a variety of common plants. •Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings. Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. 	Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die. Describe how plants need water, light and a suitable temperature to grow and stay healthy.	<ul style="list-style-type: none"> •Water is transported in plants from the roots, through the stem and to the leaves, through tiny tubes called xylem. Investigate how water is transported within plants. •The plant's roots anchor the plant in the ground and transport water and minerals from the ground to the plant. The stem (or trunk) support the plant above the ground. The leaves collect energy from the Sun and make food for the plant. Flowers make seeds to produce new plants. Name and describe the functions of the different parts of flowering plants 	There are four different types of teeth: incisors, canines, premolars and molars. Incisors are used for cutting. Canines are used for tearing. Premolars and molars are used for grinding and chewing. Carnivores, herbivores and omnivores have characteristic types of teeth. Herbivores have many large molars for grinding plant material. Carnivores have large canines for killing their prey and tearing meat. Identify the four different types of teeth in humans and other animals, and describe their functions.	Parts of a flower include the stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal. Pollination is when the male part of a plant (pollen) is carried, by wind, insects or other animals, to the female part of the plant (carpel). The pollen travels to the ovary, where it fertilises the ovules (eggs). Seeds are then produced, which disperse far away from the parent plant and grow new plants. Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal).	<ul style="list-style-type: none"> •Animals that sexually reproduce generate new offspring of the same kind by combining the genetic material of two individuals. Each offspring inherits two of every gene, one from the female parent and one from the male parent. Identify that living things produce offspring of the same kind, although the offspring are not identical to either parent. •Animals and plants can be bred to produce offspring with specific and desired characteristics. This is called selective breeding. Examples include cows that

					(roots, stem, leaves and flowers).			produce large quantities of milk or crops that are disease-resistant. Describe how animals and plants can be bred to produce offspring with specific and desired characteristics (selective breeding).
Nutrition	Animals, including pets, eat different kinds of foods. Describe what a familiar animal or pet eats.	Animals eat different kinds of food, including other animals, plants or both animals and plants. Match animals to the foods that they eat.	Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants. Group and sort a variety of common animals based on the foods they eat.	Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals. Interpret and construct simple food chains to describe how living things depend on each other as a source of food.	Animals cannot make their own food and need to get nutrition from the food they eat. Carnivores get their nutrition from eating other animals. Herbivores get their nutrition from plants. Omnivores get their nutrition from eating a combination of both plants and other animals. Compare and contrast the diets of different animals.	Food chains show what animals eat within a habitat and how energy is passed on over time. All food chains start with a producer, which is typically a green plant. The producer is eaten by a primary consumer (prey), which is eaten by a secondary consumer (prey), which is eaten by a tertiary consumer. All food chains end with a top or apex predator. Changes within a food chain, such as an abundance or lack of one food type, have an impact on the entire food chain. Construct and interpret a variety of food chains and webs	Population changes in a habitat can have significant consequences for food chains and webs. Describe, using their knowledge of food chains and webs, what could happen if a habitat had a living thing removed or introduced.	The role of the circulatory system is to transport oxygen, water and nutrients around the body. They are transported in blood and delivered to where they are needed. Explain that the circulatory system in animals transports oxygen, water and nutrients around the body.

						to show interdependence and how energy is passed on over time.		
Survival	Plants and animals are living things. They need food and water to survive. Begin to talk about ways to care for a plant or animal.	Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. Describe some ways that plants or animals should be cared for in order for them to survive.	Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter. Describe how to care for plants and animals, including pets.	Animals need water, food, air and shelter to survive. Their habitat must provide all these things. Explain how animals, including humans, need water, food, air and shelter to survive.	Plants need air, light, water, minerals from the soil and room to grow, in order to survive. Different plants have different needs depending on their habitat. Examples include cacti, which need less water than is typical, and ferns, which can grow in lower light levels. Describe the requirements of plants for life and growth (air, light, water, nutrients and room to grow) and how they vary from plant to plant.	An adaptation helps an animal or plant survive in its habitat. If living things are unable to adapt to changes within their habitat, they are at risk of becoming extinct. Explain how adaptations help living things to survive in their habitat.	Reproduction is the process of producing offspring and is essential for the continued survival of a species. There are two types of reproduction: sexual and asexual. Sexual reproduction involves two parents (one female and one male) and produces offspring that are different from the parents. Asexual reproduction involves one parent and produces offspring that is identical to the parent. Describe the life process of reproduction in some plants and animals.	An adaptation is a physical or behavioural trait that allows a living thing to survive and fill an ecological niche. Adaptations evolve by natural selection. Favourable traits help an organism survive and pass on their genes to subsequent generations. Identify how animals and plants are adapted to suit their environment, such as giraffes having long necks for feeding, and that adaptations may lead to evolution.
Habitats	A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. Begin to observe and talk about living things in	A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such	The local environment is a habitat for living things and can change during the seasons. Observe the local environment throughout the year and ask and answer questions about living	Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat	Environments are constantly changing due to natural influences, such as seasons, extreme weather, population changes and availability of food. Living	Humans can affect habitats in negative ways, such as littering, pollution and land development, or positive ways, such as garden ponds, bird boxes and wildflower areas.	Farming in the UK can be divided into three main types: arable (growing crops), pastoral (raising livestock), mixed (arable and pastoral). Intensive farming in the	Living things are classified into groups, according to common observable characteristics and based on similarities and differences. Research unfamiliar

	the local environment.	as the Arctic. Observe and describe living things and their habitats within the local environment.	things and seasonal change.	to which they are suited and it must provide everything they need to survive. Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there.	things must adapt to these changes in order to survive. Describe how environments can change due to natural influences and how living things need to be able to adapt to these changes.	Describe how environments can change due to human and natural influences and the impact this can have on living things.	past has resulted in the loss of habitats. Research and describe different farming practices in the UK and how these can have positive and negative effects on natural habitats.	animals and plants from a range of habitats, deciding upon and explaining where they belong in the classification system.
Physical things	Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder.	Objects can be compared and grouped according to their shape, colour, material or use. Compare and group objects and materials according to simple given criteria.	Materials can be grouped according to their properties. Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.	Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. Compare and group things that are living, dead or have never been alive.	Magnets have two poles (north and south). Opposite poles (north and south) attract each other, while like poles (north and north, or south and south) repel each other. Investigate and compare a range of magnets (bar, horseshoe and floating) and explain that magnets have two poles (north and south) and that opposite poles attract each other, while like poles repel each other.	Electricity is a type of energy. It is used to power many everyday items, such as kettles, computers and televisions. Electricity can also come from batteries. Batteries eventually run out of power and need to be recycled or recharged. Batteries power devices that can be carried around, such as mobile phones and torches. Compare common household equipment and appliances that are and are not powered by electricity.	A life cycle is the series of changes in the life of a living thing and includes these basic stages: birth, growth, reproduction and death. Mammals' life cycles include the stages: embryo, juvenile, adolescent and adult. Amphibians' life cycles include the stages: egg, larva (tadpole), adolescent and adult. Some insects' (butterflies, beetles and bees) life cycles include the stages: egg, larva, pupa and adult. Birds' life cycles include the stages: egg, baby, adolescent	Environmental factors can affect the distribution of living things within a habitat. These factors include light (intensity and duration), weather, altitude, soil type and humans, such as when we mow or trample grass. Compare the living things in two contrasting areas of a habitat (top vs bottom of a hill, full sun vs shade, exposed location vs sheltered location or well-trodden path vs unused area).

							and adult. Compare the life cycles of animals, including a mammal, an amphibian, an insect and a bird.	
Phenomena	Shadows are made on sunny days. They can be big or small and can change shape and size. Play with objects or their own body outside to create shadows.	A shadow is the same shape as the object that makes it. Shadows change during the day. Make a shadow bigger or smaller using toys, play equipment and a light source.	Shadows are normally the same shape as the object that cast them. Shadows change during the day as the Sun appears to change position in the sky. Shadows occur where light is blocked by an opaque object. Compare shadows made by different objects and materials.	Volume is how loud or quiet a sound is. Pitch is how high or low a sound is. Compare the volume and pitch of sounds made by instruments, their voices or other objects.	Friction is a force between two surfaces as they move over each other. Friction slows down a moving object. Smooth surfaces usually generate less friction than rough surfaces. Compare how objects move over surfaces made from different materials.	Sounds are louder closer to the sound source and fainter as the distance from the sound source increases. Compare how the volume of a sound changes at different distances from the source.	Friction, air resistance and water resistance are forces that oppose motion and slow down moving objects. These forces can be useful, such as bike brakes and parachutes, but sometimes we need to minimise their effects, such as streamlining boats and planes to move through water or air more easily, and using lubricants and ball bearings between two surfaces to reduce friction. Compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction.	A circuit needs a power source, such as a battery or cell, with wires connected to both the positive and negative terminals. Other components include lamps, buzzers or motors, which an electric current passes through and affects a response, such as lighting a lamp or turning a motor. When a switch is open, it creates a gap and the current cannot travel around the circuit. When a switch is closed, it completes the circuit and allows a current to flow all the way around it. Compare and give reasons for variations in how components in electrical circuits function (brightness of lamps; volume of buzzers and

								function of on or off switches).
Living things	Living things change and grow. Say how a living thing has changed over time.	Living things change over time. This includes growth and decay. Explore the natural world around them and give simple descriptions, following observation, of changes.	All living things (plants and animals) change over time as they grow and mature. Describe, following observation, how plants and animals change over time.	Plants grow from seeds and bulbs. Seeds and bulbs need water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers. Observe and describe how seeds and bulbs change over time as they grow into mature plants.	Flowers are important in the life cycle of flowering plants. The processes of a plant's life cycle include germination, flower production, pollination, seed formation and seed dispersal. Insects and the wind can transfer pollen from one plant to another (pollination). Animals, wind, water and explosions can disperse seeds away from the parent plant (seed dispersal). Draw and label the life cycle of a flowering plant.	Habitats change over time, either due to natural or human influences. Natural influences include extreme or unseasonable weather. Human influences include habitat destruction or pollution. These changes can pose a risk to animals and plants that live in the habitat. Explain how unfamiliar habitats, such as a mountain or ocean, can change over time and what influences these changes.	Humans go through characteristic stages as they develop towards old age. These stages include baby, infant, toddler, child, adolescent, young adult, adult and senior citizen. Puberty is the transition between childhood and adulthood. Describe the changes as humans develop from birth to old age.	Scientists compare fossilised remains from the past to living species that exist today to hypothesise how living things have evolved over time. Humans and apes share a common ancestry and evidence for this comes from fossil discoveries and genetic comparison. Explain that living things have changed over time, using specific examples and evidence.