

## Science Curriculum Overview: Bushey Heath Primary School

At Bushey Heath Primary School, our science curriculum encourages curiosity and helps children understand the world. Rooted in the National Curriculum, it builds knowledge in biology, chemistry and physics, while developing practical scientific skills.

Children learn to:

- Build strong scientific knowledge step by step
- Ask questions, investigate, and draw conclusions confidently
- Apply science to real-life situations
- Understand science's importance in society
- Communicate ideas clearly using the right vocabulary
- Experience science as creative and hands-on

Each year, all pupils join a whole-school STEAM project, combining engineering and problem-solving, to tackle real-world challenges and show how science is creative and collaborative. This project also links to the art curriculum and architecture, giving children the opportunity to apply skills and knowledge gained from design and technology (DT), further enriching their learning through cross-curricular connections. Additionally, the STEAM project is connected to the school's eco-conscious initiative, encouraging pupils to consider sustainability and environmental responsibility as part of their creative and scientific endeavours.

### Enquiry Types

**Observation over time** – tracking changes that occur gradually

**Comparative & fair testing** – changing one variable to measure its effect

**Identifying & classifying** – grouping based on characteristics

**Pattern seeking** – looking for relationships or trends

**Research using secondary sources** – using books, websites or experts

## Early Years Foundation Stage

### Understanding the World

#### The Natural World ELG

- Exploration and Observation:  
Children at the expected level of development will explore the natural world around them, making observations and drawing pictures of animals and plants.
- Comparing Environments:  
They will know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what has been read in class.
- Processes and Changes:  
Children will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

#### Working Scientifically






- Explore the natural world
- Make observations
- Talk about similarities, differences and changes

**STEAM UNIT-** Can you build a future home for the Three Little Pigs?





**KS1 Skills**






**Working scientifically**

- Ask simple questions
- Use simple equipment
- Perform simple tests
- Gather and record data
- Identify and classify






KNOWLEDGE CURRICULUM FOCUS	Autumn	Spring	Summer
Year 1	<p> <b>Autumn 1 — Chemistry: Everyday Materials</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material it is made from.</li> <li>• Identify and name everyday materials (wood, plastic, glass, metal, water, rock).</li> <li>• Describe simple physical properties.</li> <li>• Compare and group materials by properties.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Comparative &amp; fair testing</b></p> <ul style="list-style-type: none"> <li>• Floating and sinking investigation.</li> </ul>	<p> <b>Spring 1 — Biology: Animals Including Humans</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and name common animals (fish, amphibians, reptiles, birds, mammals).</li> <li>• Identify carnivores, herbivores, omnivores.</li> <li>• Compare animal structures.</li> <li>• Name and label human body parts and senses.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Identifying &amp; classifying</b></p> <ul style="list-style-type: none"> <li>• Class pictograms.</li> </ul>	<p> <b>Summer1 — Physics: Seasonal Changes (Spring/Summer)</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Observe seasonal changes.</li> <li>• Describe weather patterns.</li> <li>• Understand day length changes.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>• Seasonal weather diary.</li> </ul>
Vocabulary	<p><i>Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, waterproof, absorbent, rough, smooth, shiny, dull, see-through.</i></p>	<p><i>Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, senses.</i></p>	<p><i>Weather (sunny, rainy, windy, snowy etc.) • Seasons (winter, summer, spring, autumn) • Sun, sunrise, sunset, day length</i></p>
	<p> <b>Autumn 2 — Physics: Seasonal Changes (Autumn/Winter)</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> </ul>	<p> <b>Spring 2 — Biology: Plants</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify and name common plants and trees.</li> <li>• Identify deciduous and evergreen trees.</li> </ul>	<p><b>Summer 2 - STEAM Unit</b></p> <p>Can you make a growing roof for the Three Little Pigs?</p> <p>ASK- define the problem IMAGINE- generate ideas</p>

	<ul style="list-style-type: none"> <li>Describe weather associated with seasons.</li> <li>Understand day length variation.</li> </ul> <p><b>Working Scientifically</b>  <b>Observing over time / pattern seeking</b></p> <ul style="list-style-type: none"> <li>Investigating rainfall.</li> </ul>	<ul style="list-style-type: none"> <li>Describe basic plant structure.</li> </ul> <p><b>Working Scientifically</b>  <b>Observing over time</b></p> <ul style="list-style-type: none"> <li>Growing cress. Identifying &amp; classifying</li> <li>Eating plants.</li> </ul>	<p>PLAN- select a solution  CREATE- make the item  TEST- evaluate the item  IMPROVE-make needed changes  SHARE- present the results</p>
<i>Vocabulary</i>	<i>Weather, seasons, sun, sunrise, sunset, day length.</i>	<i>Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, bud.</i>	

KNOWLEDGE CURRICULUM FOCUS	Autumn	Spring	Summer
Year 2	<p> <b>Autumn 1 — Biology: Plants</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Seeds and bulbs grow into mature plants.</li> <li>Plants need water, light and suitable temperature.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>Germination study.</li> </ul>	<p> <b>Spring 1 — Biology: Animals Including Humans</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Offspring grow into adults.</li> <li>Basic needs: water, food, air.</li> <li>Importance of exercise, diet and hygiene.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Pattern seeking</b></p> <ul style="list-style-type: none"> <li>Growth and survival</li> </ul>	<p><b>Summer 1 - The Environment: Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Climate change affects the environment</li> <li>Reducing, reusing, and recycling help protect resources</li> <li>Energy use impacts the planet</li> <li>Rainforests are important and threatened</li> <li>Water conservation protects natural resources</li> <li>Endangered animals need protection</li> </ul>
Vocabulary	<i>Light, shade, sun, warm, cool, water, grow, healthy.</i>	<i>Offspring, reproduction, growth, exercise, hygiene, germs, food types.</i>	<i>Living, dead, habitat, microhabitat, food chain, shelter.</i>
	<p> <b>Autumn 2 — Chemistry: Uses of Everyday Materials</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Suitability of materials for different uses.</li> <li>Changing shapes by squashing, bending, twisting, stretching.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Comparative &amp; fair testing</b></p> <ul style="list-style-type: none"> <li>Testing waterproof materials.</li> </ul>	<p> <b>Spring 2 — Biology: Living Things &amp; Habitats</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>Living, dead, never alive.</li> <li>Habitats and microhabitats.</li> <li>Simple food chains.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Observing over time / pattern seeking</b></p> <ul style="list-style-type: none"> <li>Microhabitats study.</li> </ul>	<p><b>Summer 2 - STEAM Unit</b></p> <p>Can you build a house that encourages wildlife into a built-up community?</p> <p>ASK- define the problem  IMAGINE- generate ideas  PLAN- select a solution  CREATE- make the item  TEST- evaluate the item  IMPROVE-make needed changes  SHARE- present the results</p>
Vocabulary	<i>Opaque, transparent, translucent, reflective, flexible, rigid, squash, bend, twist, stretch.</i>	<i>Living, dead, habitat, microhabitat, food chain, shelter.</i>	

<b>Working scientifically</b>			
<ul style="list-style-type: none"> <li>• Ask relevant questions</li> <li>• Set up simple enquiries</li> <li>• Take accurate measurements</li> <li>• Record data using charts and diagrams</li> <li>• Report findings and draw conclusions</li> </ul>			
<b>Year 3</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	 <b>Autumn 1 — Biology: Animals Including Humans</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Animals, including humans, need the right types and amounts of nutrition.</li> <li>• Humans and other animals cannot make their own food; they get nutrition from what they eat.</li> <li>• Humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> <b>Working Scientifically</b> <b>Research using secondary sources</b> <ul style="list-style-type: none"> <li>• Researching skeletons and creating model skeletons.</li> </ul>	 <b>Spring 1 — Chemistry: Rocks</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Compare and group rocks based on appearance and simple physical properties.</li> <li>• Fossils are formed when living things become trapped within rock.</li> <li>• Soils are made from rocks and organic matter.</li> </ul> <b>Working Scientifically</b> <b>Comparative and fair testing</b> <ul style="list-style-type: none"> <li>• Testing soils.</li> </ul>	 <b>Summer 1 — Physics: Light</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• We need light to see; dark is the absence of light.</li> <li>• Light is reflected from surfaces.</li> <li>• Shadows are formed when light is blocked by an opaque object.</li> <li>• The size of a shadow changes depending on the distance from the light source.</li> </ul> <b>Working Scientifically</b> <b>Comparative and fair testing</b> <ul style="list-style-type: none"> <li>• Investigating shadows and different materials.</li> </ul>
<i>Vocabulary</i>	<i>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine.</i>	<i>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil</i>	<i>Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.</i>
	 <b>Autumn 2 — Physics: Forces &amp; Magnets</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Some forces need contact between two objects, while magnetic forces can act at a distance.</li> <li>• Magnets attract some materials and repel or attract other magnets.</li> <li>• Magnets have two poles; like poles repel and opposite poles attract.</li> </ul>	 <b>Spring 2 — Biology: Plants</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Functions of roots, stems, leaves and flowers.</li> <li>• Plants need water, light and suitable temperature to grow.</li> <li>• Water is transported through the plant.</li> </ul>	<b>Summer 2- STEAM Unit</b> Can you collect rainwater?  ASK- define the problem IMAGINE- generate ideas PLAN- select a solution CREATE- make the item

	<b>Working Scientifically</b> <b>Comparative &amp; fair testing</b> <ul style="list-style-type: none"> <li>• Shoe grip</li> </ul>	<ul style="list-style-type: none"> <li>• Flowers play a role in pollination, seed formation and seed dispersal.</li> </ul> <b>Working Scientifically</b> <b>Pattern seeking</b> <ul style="list-style-type: none"> <li>• Measuring plant growth.</li> </ul>	TEST- evaluate the item IMPROVE-make needed changes SHARE- present the results
<i>Vocabulary</i>	<i>Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</i>	<i>Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</i>	






Year 4	Autumn	Spring	Summer
	<p> <b>Autumn 1 — Physics: Sound</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Sounds are made by vibrations.</li> <li>• Vibrations travel through a medium to the ear.</li> <li>• Pitch and volume can change depending on the object and force used.</li> <li>• Sounds become fainter as the distance from the source increases.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Comparative &amp; fair testing</b></p> <ul style="list-style-type: none"> <li>• Investigating how to change the pitch of a sound.</li> </ul>	<p> <b>Spring 1— Biology: Animals Including Humans</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Functions of the digestive system.</li> <li>• Types of teeth and their roles.</li> <li>• Food chains show predator–prey relationships.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>• Investigating the effect of liquids on teeth using eggshells.</li> </ul>	<p> <b>Summer 1 — Biology: Living Things &amp; Habitats</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Grouping living things in different ways.</li> <li>• Using classification keys.</li> <li>• Recognising environmental changes and their impact.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Identifying &amp; classifying</b></p> <ul style="list-style-type: none"> <li>• Using classification keys to identify animals.</li> </ul>
	<p><i>Sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</i></p>	<p><i>Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain</i></p>	<p><i>Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</i></p>
	<p> <b>Autumn 2 — Physics: Electricity</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify common electrical appliances.</li> <li>• Construct simple series circuits.</li> <li>• Switches open and close a circuit.</li> <li>• Conductors and insulators have different properties.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Identifying &amp; classifying</b></p> <ul style="list-style-type: none"> <li>• Sorting materials into conductors and insulators.</li> </ul>	<p> <b>Spring 2 — Chemistry: States of Matter</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Compare solids, liquids and gases.</li> <li>• Changes of state: melting, freezing, evaporation, condensation.</li> <li>• The water cycle.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>• Measuring evaporation over time.</li> </ul>	<p><b>Summer 2- STEAM Unit</b></p> <p>Can you reuse and repurpose resources to make a low-carbon house?</p> <p>ASK- define the problem  IMAGINE- generate ideas  PLAN- select a solution  CREATE- make the item  TEST- evaluate the item  IMPROVE-make needed changes</p>

			SHARE- present the results
	<i>Electricity, electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol.</i>	<i>Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle.</i>	






## UKS2 Skills

### Working scientifically

- Plan enquiries with controlled variables
- Take precise measurements
- Use scientific evidence to support ideas
- Present findings in a range of formats
- Identify causal relationships

Year 5	Autumn	Spring	Summer
	 <b>Autumn 1 — Physics: Forces</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Gravity acts between Earth and falling objects.</li> <li>• Air resistance, water resistance and friction act as opposing forces.                             <ul style="list-style-type: none"> <li>• Levers, pulleys and gears allow smaller forces to have greater effect.</li> </ul> </li> </ul> <b>Working Scientifically</b> <b>Comparative &amp; fair testing</b> <ul style="list-style-type: none"> <li>• Testing parachutes to explore air resistance.</li> </ul>	 <b>Spring 1 — Biology: Living Things &amp; Habitats</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Life cycles of mammals, amphibians, insects and birds.</li> <li>• Reproduction in plants and animals.</li> </ul> <b>Working Scientifically</b> <b>Pattern seeking</b> <ul style="list-style-type: none"> <li>• Comparing gestation periods across mammals.</li> </ul>	 <b>Summer 1 — Biology: Animals Including Humans</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Human development from birth to old age.</li> <li>• Changes experienced during puberty.</li> </ul>
<i>Vocabulary</i>	<i>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears.</i>	<i>Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</i>	<i>Puberty – the vocabulary to describe sexual characteristics.</i>
	 <b>Autumn 2 — Chemistry: Properties &amp; Changes of Materials</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Compare materials based on properties.</li> <li>• Some materials dissolve to form solutions.</li> <li>• Mixtures can be separated using filtering, sieving and evaporating.</li> <li>• Reversible and irreversible changes.</li> </ul> <b>Working Scientifically</b> <b>Comparative &amp; fair testing</b>	 <b>Spring 2 — Physics: Earth &amp; Space</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Movement of the Earth and other planets around the Sun.</li> <li>• The Moon orbits the Earth.</li> <li>• Earth’s rotation causes day and night.</li> </ul> <b>Working Scientifically</b> <b>Research</b>	<b>Summer 2 -STEAM Unit</b> Can you show how insulation makes a difference?  ASK- define the problem IMAGINE- generate ideas PLAN- select a solution CREATE- make the item TEST- evaluate the item

	<ul style="list-style-type: none"> <li>• Dissolving Skittles</li> </ul>	<ul style="list-style-type: none"> <li>• Investigating how ideas about space have changed over time.</li> </ul>	<p>IMPROVE-make needed changes SHARE- present the results</p>
Vocabulary	<i>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material</i>	<i>Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, rotates, star, orbit, planets</i>	

Year 6	Autumn	Spring	Summer
	<p> <b>Autumn 1 — Biology: Evolution &amp; Inheritance</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Living things change over time.</li> <li>• Fossils provide evidence of change.</li> <li>• Offspring vary and inherit characteristics from parents.</li> <li>• Adaptations help organisms survive.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Pattern seeking</b></p> <ul style="list-style-type: none"> <li>• Birds and beaks.</li> </ul>	<p> <b>Spring — Biology: Living Things &amp; Habitats</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Classifying living things into broad groups.</li> <li>• Microorganisms and their uses.</li> <li>• Reasons for classification.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Identifying and classifying</b></p> <ul style="list-style-type: none"> <li>• Investigating respiration of yeast.</li> </ul>	<p> <b>Summer 1 — Biology: Animals Including Humans</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Circulatory system: heart, blood vessels and blood.</li> <li>• Impact of diet, exercise, drugs and lifestyle.</li> <li>• Nutrient and water transport.</li> </ul> <p><b>WORKING SCIENTIFICALLY</b></p> <p><b>Observing over time</b></p> <ul style="list-style-type: none"> <li>• Investigating the pulse rate.</li> </ul>
<i>Vocabulary</i>	<i>Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossils</i>	<i>Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non-flowering.</i>	<i>Heart, pulse, rate, pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle</i>
	<p> <b>Autumn 2 — Physics: Electricity</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Voltage affects the brightness of bulbs and volume of buzzers.</li> <li>• Components function differently depending on circuit design.</li> <li>• Use recognised symbols to draw circuit diagrams.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Comparative &amp; fair testing</b></p> <ul style="list-style-type: none"> <li>• Changing components</li> </ul>	<p> <b>Spring 2 — Physics: Light</b></p> <p><b>Key Knowledge</b></p> <ul style="list-style-type: none"> <li>• Light travels in straight lines.</li> <li>• We see objects because light enters our eyes.</li> <li>• Shadows have the same shape as the object that casts them.</li> </ul> <p><b>Working Scientifically</b></p> <p><b>Comparative and fair testing</b></p> <ul style="list-style-type: none"> <li>• Investigating shadows- distance from light source and size of shadow.</li> </ul>	<p><b>Summer 2- STEAM Unit</b></p> <p>Can you show how you can power a house using renewable energy?</p> <p>ASK- define the problem  IMAGINE- generate ideas  PLAN- select a solution  CREATE- make the item  TEST- evaluate the item  IMPROVE-make needed changes  SHARE- present the results</p>

<i>Vocabulary</i>	<i>Circuit, complete circuit, circuit diagram, circuit symbol, cell, battery, bulb, buzzer, motor, switch, voltage.</i>	<i>As for Year 3 - Light, plus straight lines, light rays,</i>	
-------------------	---	--	--

Key Concepts	Definition	KS2 Progression/Notes
<b>Structure</b>	Anything made of parts arranged or connected in some way.	
<b>Function</b>	The specific job or purpose something has.	
<b>Cause and Effect</b>	Cause is why something happens; effect is what happens as a result.	
<b>Changes</b>	When something becomes different, such as changing shape, material, or state.	KS2: Includes changes in material, state, or form.
<b>Growth</b>	The process of becoming larger or developing over time.	
<b>Energy</b>	Strength or power used to do work (heat, light, movement).	
<b>Process</b>	A series of steps or actions that lead to an outcome.	
<b>Similarity and Difference</b>	Similarity means things are alike; difference means the ways in which they are not the same.	
<b>Working Scientifically</b>	Asking questions, carrying out tests, using evidence, interpreting results.	KS2: Planning enquiries, gathering evidence, analysing data, using scientific reasoning.
<b>Variation</b>	Differences between living things of the same species.	KS2
<b>Adaptation</b>	How living things change to suit their environment.	KS2
<b>Evolution</b>	What living things gradually change over long periods of time.	KS2

<b>Biology</b>	The study of living things.
<b>Chemistry</b>	The study of the composition and properties of substances and of the changes they undergo. (What things are made of and how they change.)
<b>Physics</b>	The study of matter, energy, and the interaction between them. Matter- anything that takes up space (air, water, rocks, people etc) Energy- the ability to do work.