



Aintree Davenhill Primary School – Science Curriculum Map

	Autumn		Spring		Summer	
Nursery	All About Me/Autumn	Celebrations and Festivals	Winter Traditional Tales and Famous Book Characters	Spring Minibeasts, Plants and Growth	Houses and Homes	Journeys and Transport Summer
	3 & 4-year-olds will be learning to: Communication and Language - Understand 'why' questions, like: "Why do you think the caterpillar is so fat?" Physical Development - Make healthy choices about food, drink, activity and toothbrushing Understanding the World - Use all their senses in hands-on exploration of natural materials - Explore collections of materials with similar and/or different properties - Talk about what they see, using a wide vocabulary - Begin to make sense of their own life-story and family's history - Show interest in different occupations - 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 material and changes they notice					
Reception	All About Me/Autumn	Celebrations and Festivals	Winter Traditional Tales and Famous Book Characters	Spring Minibeasts, Plants and Growth	Houses and Homes	Journeys and Transport Summer
	4 & 5-year-olds will be learning to: Communication and Language - Learn new vocabulary - Ask questions to find out more and to check what has been said to them - Articulate their ideas and thoughts in well-formed sentences - Describe events in some detail - Use talk to work out problems and organise thinking and activities. Explain how things work and why they might happen - Use new vocabulary in different contexts Physical Development - Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian Understanding the World - Explore the natural world around them - Describe what they see, hear and feel whilst outside - Recognise some environments that are different to the one in which they live - Understand the effect of changing seasons on the natural world around them Early Learning Goal – Listening, Attention and Understanding - Make comments about what they have heard and ask questions to clarify their understanding Early Learning Goal – Managing Self - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices Early Learning Goal – The Natural World - 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					
Year 1	Animals, including humans	Seasonal Changes	Everyday Materials	Seasonal Changes	Plants	Seasonal Changes
	Programme of Study - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense - Recognise that humans are animals - Compare and describe differences in their own features (eye, hair, skin colour, etc.) - Recognise that humans have many similarities Working Scientifically - Compare and contrast animals (humans) at first hand or through videos and photographs - Use their senses to compare different textures, sounds and smells	Programme of Study - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies Working Scientifically - Make tables and charts about the weather - Make displays of what happens in the world around them, including day length, as the seasons change	Programme of Study - Distinguish between an object and the material from which it is made - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - Describe the simple physical properties of a variety of everyday materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties Working Scientifically - Perform simple tests to explore questions	Programme of Study - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies Working Scientifically - Make tables and charts about the weather - Make displays of what happens in the world around them, including day length, as the seasons change	Programme of Study - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Identify and describe the basic structure of a variety of common flowering plants, including trees Working Scientifically - Observe closely, using magnifying glasses - Compare and contrast familiar plants - Describe how they were able to identify and group them, and - Draw diagrams showing the parts of different plants including trees	Programme of Study - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies Working Scientifically - Make tables and charts about the weather - Make displays of what happens in the world around them, including day length, as the seasons change

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	- Describe how they identify and group them - Grouping animals according to what they eat				- Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening - Compare and contrast what they have found out about different plants	
Year 2	Animals, including humans (Health and Growth) Programme of Study - Notice that humans, have offspring which grow into adults - Find out about and describe the basic needs of humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene - Medicines can be useful when we are ill - Medicines can be harmful if not used properly Working Scientifically - Observe, through video or first-hand observation and measurement, how humans grow - Record their findings using charts - Ask questions about what things animals [humans] need for survival and what humans need to stay healthy - Suggest ways to find answers to their questions	Animals, including humans (Survival and Growth) Programme of Study - Notice that animals, have offspring which grow into adults - Find out about and describe the basic needs of animals, for survival (water, food and air) Working Scientifically - Observe, through video or first-hand observation and measurement, how different animals grow - Ask questions about what things animals need for survival suggesting ways to find answers to their questions	Use of everyday materials Programme of Study - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Working Scientifically - Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs) - Observe closely - Identify and classify the uses of different materials - Record their observations - Think about unusual and creative uses for everyday materials	Use of everyday materials Programme of Study - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Working Scientifically - Compare the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs) - Observe closely - Identify and classify the uses of different materials - Record their observations - Think about unusual and creative uses for everyday materials	Living things and their habitats Programme of Study - Explore and compare the differences between things that are living, dead, and things that have never been alive - 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 - Identify and name a variety of plants and animals in their habitats, including micro-habitats - 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 - Different kinds of plants and animals live in different kinds of places - There are different kinds of habitat near school which need to be cared for - Habitats provide the preferred conditions for the animals/plants that live there (compare local habitats and less familiar examples) Working Scientifically - Sort and classify things as to whether they are living, dead or were never alive - Record their findings using charts - Describe how they decided where to place things, - Explore questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' - Talk about ways of answering their questions - Construct a simple food chain that includes humans (e.g. grass, cow, human) - Describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) - Find out how the conditions affect the number and type(s) of plants and animals that live there	Plants Programme of Study - Observe and describe how seeds and bulbs grow into mature plants - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy - Plants are living and eventually die Working Scientifically - Observe and record, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb - Observe similar plants at different stages of growth - Set up a comparative test to show that plants need light and water to stay healthy
Year 3	Forces and Magnets Programme of Study - Compare how some things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets 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 Working Scientifically - Compare how different things move and group them - Raise questions and carry out tests to find out how far things move on different surfaces - Gather and record data to find answers to their questions - Explore the strengths of different magnets and find a fair way to compare them - Sort materials into those that are magnetic and those that are not - Look for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another - Identify how these properties make magnets useful in everyday items	Animals, including humans (Movement) Programme of Study - Identify that humans and some other animals have skeletons and muscles for support, protection and movement - Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (be able to name some of the vital organs) - Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs - Know how the skeletons of birds, mammals, fish, amphibians or reptiles are similar (backbone, ribs, skull, bones used for movement) and the differences in their skeletons - Know that muscles, which are attached to the skeleton, help animals move parts of their body - Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans? - Recognise that animals are alive; they move, feed, grow, use their senses and reproduce Working Scientifically - Identify and group animals with and without skeletons - Observe and compare their movement - Explore ideas about what would happen if humans did not have skeletons	Animals, including humans (Nutrition) Programme of Study - 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 - An adequate and varied diet is beneficial to health (along with a good supply of air and clean water) - Regular and varied exercise <i>from a variety of different activities</i> is beneficial to health (focus on <i>energy in versus energy out</i> Include information on making informed choices) Working Scientifically - Compare and contrast the diets of different animals (including their pets) - Decide ways of grouping them according to what they eat - Research different food groups and how they keep us healthy - Design meals based on what they find out	Plants Programme of Study - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - Explore the 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 - Investigate the way in which water is transported within plants - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal - Roots grow downwards and anchor the plant - Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit - Nutrients (not food) are taken in through the roots - Stems provide support and enable the plant to grow towards the light - Plants make their own food in the leaves using energy from the sun - Flowers attract insects to aid pollination - Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind - Fertilisation occurs in the ovary of the flower - Seeds are formed as a result of fertilisation - Many flowers produce fruits which protect the seed and/or aid seed dispersal - Seed dispersal, by a variety of methods, helps ensure that new plants survive - Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil) Working Scientifically	Rocks and Soils Programme of Study - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter - Rocks and soils can feel and look different - Rocks and soils can be different in different places/environments Working Scientifically - Observe rocks, including those used in buildings - Explore how and why they might have changed over time, using a hand lens to help them - Identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them - Research and discuss the different kinds of living things whose fossils are found in sedimentary rock - Explore how fossils are formed - Explore different soils - Identify similarities and differences between them - Investigate what happens when rocks are rubbed together or what changes occur when they are in water - Raise and answer questions about the way soils are formed	Light and Shadows Programme of Study - Recognise that they need light in order to see things and that dark is the absence of light - Notice that light is reflected from surfaces - Recognise that light from the sun can be dangerous and that there are ways to protect their eyes - Recognise that shadows are formed when the light from a light source is blocked by a solid object - Find patterns in the way that the size of shadows change Working Scientifically - Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes

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				• Compare the effect of different factors on plant growth, for example the amount of light or the amount of fertiliser • Discover how seeds are formed by... • Observing the different stages of plant cycles over a period of time • Looking for patterns in the structure of fruits that relate to how the seeds are dispersed • Observe how water is transported in plants, for example, by putting cut, white carnations into coloured water • Observe how water travels up the stem to the flowers		
Year 4	States of Matter Programme of Study • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • Solids, liquids and gases can be identified by their observable properties • Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action) • Liquids can pour and take the shape of the container in which they are put • Liquids form a pool not a pile • Solids in the form of powders can pour as if they were liquids but make a pile not a pool • Gases fill the container in which they are put • Gases escape from an unsealed container • Gases can be made smaller by squeezing/pressure • Liquids and gases can flow Working Scientifically • Group and classify a variety of different materials • Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party) • Research the temperature at which materials change state, for example, when oxygen condenses into a liquid • Observe and record evaporation over a period of time, such as a puddle in the playground or washing on a line • Investigate the effect of temperature on washing drying or snowmen melting	Electricity Programme of Study • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors Electricity can be dangerous Electricity sources can be mains or battery Batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work Faults in circuits can be found by methodically testing connections Drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until UKS2) Working Scientifically • Observe patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can, and some cannot be used to connect across a gap in a circuit	Sound Programme of Study • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases • Sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body) • Sounds travel away from their source in all directions • Vibrations may not always be visible to the naked eye Pitch • Find patterns between the pitch of a sound and features of the object that produced it • Sounds can be high or low pitched • The pitch of a sound can be altered • Pitch can be altered either by changing the material, tension, thickness or length of vibrating objects or changing the length of a vibrating air column • Muffling/blocking sounds • Recognise that vibrations from sounds travel through a medium to the ear • Sounds are heard when they enter our ears (although the structure of the ear is not important key learning at this age phase) • Sounds can travel through solids, liquids and air/gas by making the materials vibrate • Sound travel can be reduced by changing the material that the vibrations travel through • Sound travel can be blocked Working Scientifically • Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses • Investigate a variety of different materials to discover which provides the best insulation against sound • Make and play their own instruments by using what they have found out about pitch and volume	Living things and their habitats Programme of Study • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things • Use and make identification keys for plants and animals Working Scientifically • Use and make simple guides or keys [sorting, grouping, comparing, classifying] to explore and identify local plants and animals • Make a guide [sorting, grouping, comparing, classifying] to local living things • Raise and answer questions based on their observations of animals	Animals, including humans (Teeth, Eating & Digestion) Programme of Study • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey • Describe how teeth and gums have to be cared for in order to keep them healthy Working Scientifically • Compare the teeth of carnivores and herbivores • Suggest reasons for differences • Finding out what damages teeth and how to look after them • Draw and discuss their ideas about the digestive system and compare them with models or images	Animals, including humans (Teeth, Eating & Digestion) Programme of Study • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey • Describe how teeth and gums have to be cared for in order to keep them healthy Working Scientifically • Compare the teeth of carnivores and herbivores • Suggest reasons for differences • Finding out what damages teeth and how to look after them • Draw and discuss their ideas about the digestive system and compare them with models or images
Year 5	Earth and Space Programme of Study • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe Sun/Earth/Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night • The Earth spins once around its own axis in 24 hours, giving day and night • The Earth orbits the Sun in one year • We can see the Moon because the Sun's light reflects off it • The Moon orbits the Earth in approximately 28 days and changes to the appearance of the moon are evidence of this • The Sun appears to move across the sky from East to West and this causes shadows to change during the day	Properties of Materials/Changes of Materials Properties of Materials Programme of Study • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Compare a variety of materials and measure their effectiveness (e.g. hardness, strength, flexibility, solubility, transparency, thermal conductivity, electrical conductivity) Temperature and Thermal Insulation • Heat always moves from hot to cold • Some materials (insulators) are better at slowing down the movement of heat than others	Scientists and Inventors Programme of Study • answer questions about David Attenborough's life and work • research and present facts about living things, including diet and habitat • identify different types of evidence • describe Margaret Hamilton's work on programming the on-board computer for the Apollo 11 spacecraft • list the planets in our solar system • describe Leonardo da Vinci's life and his famous work • order facts about Eva Crane's life and work • group and rank materials based on their hardness and weight Working Scientifically • carry out an inquiry to test the accuracy of Leonardo da Vinci's ideas about proportion	Forces Programme of Study • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect • list the planets in our solar system • describe Leonardo da Vinci's life and his famous work • order facts about Eva Crane's life and work • group and rank materials based on their hardness and weight Working Scientifically • carry out an inquiry to test the accuracy of Leonardo da Vinci's ideas about proportion	Living things and their habitats Programme of Study • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals Working Scientifically • Observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans and in desert areas) • Ask pertinent questions • Suggest reasons for similarities & differences • Observe changes in an animal over a period of time (tadpoles) • Comparing how different animals reproduce and grow	Animals including humans Programme of Study • Describe the changes as humans develop to old age • Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete Working Scientifically • Research the gestation periods other animals and comparing them with humans

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	- Changes to shadow length over a day or changes to sunrise and sunset times over a year are evidence supporting the movement of the Earth Working Scientifically - Compare the time of day at different places on the Earth through internet links and direct communication - Creating simple models of the solar system	- Objects/liquids will warm up or cool down until they reach the temperature of their surroundings Working Scientifically - Carry out tests to answer questions such as 'Which materials would be the most effective for making a lunchbox?' - Compare materials in order to make a switch in a circuit Changes of Materials Programme of Study - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Demonstrate that dissolving, mixing and changes of state are reversible changes - Changes can occur when different materials are mixed - Some material changes can be reversed, and some cannot - Recognise that dissolving is a reversible change - Distinguish between melting and dissolving - Mixtures of solids (of different particle size) can be separated by sieving - Mixtures of solids and liquids can be separated by filtering if the solid is insoluble (undissolved) - Evaporation helps us separate soluble materials from water - Changes to materials can happen at different rates (factors affecting dissolving, factors affecting evaporation – amount of liquid, temperature, wind speed) - Freezing, melting and boiling changes can be reversed (revision from YR4) - Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning, and the action of acid on bicarbonate of soda Working Scientifically - Observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes - Researching and discussing how chemical changes have an impact on our lives, for example cooking	describe the theory that Stonehenge could have been used as an astronomical calendar.	- The effects of friction, air resistance and water resistance can be reduced or increased for a preferred effect - More than one force can act on an object simultaneously (either reinforcing or opposing each other) Working Scientifically - Explore falling paper cones or cup-cake cases - Design and make[exploring] a variety of parachutes - Carry out fair tests to determine which designs are the most effective - Explore resistance in water by making and testing boats of different shapes		
Year 6	Electricity Programme of Study - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches - Use recognised symbols when representing a simple circuit in a diagram - Circuit diagrams can be used to construct a variety of more complex circuits predicting whether they will 'work' Working Scientifically - Systematically identify the effect of changing one [thing] component at a time in a circuit	Animals including humans Programme of Study - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans - The heart is a major organ and is made of muscle - The heart pumps blood around the body through vessels and this can be felt as a pulse - The heart pumps blood through the lungs in order to obtain a supply of oxygen - Blood carries oxygen/essential materials to different parts of the body - During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase - An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals) - Tobacco, alcohol and other 'drugs' can be harmful	Light Programme of Study - Recognise that light appears to travel in straight lines - Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye - Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them Working Scientifically - Design a periscope and using the idea that light appears to travel in straight lines to explain how it works - Investigate the relationship between light sources, objects and shadows by using shadow puppets		Living things and their habitats Programme of Study - 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 plants and animals based on specific characteristics - Living things can be grouped into micro-organisms, plants and animals - Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals - Invertebrates can be grouped as snails and slugs, worms, spiders and insects - Plants can be grouped as flowering plants (including trees and grasses) and non-flowering plants (such as ferns and mosses) Working Scientifically - Use classification systems and keys - Identify some animals and plants in the immediate environment - Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system	Evolution and Inheritance Programme of Study - 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 offspring vary and are not identical to their parents - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Working Scientifically - Observe and raise questions about local animals and how they are adapted to the environment - Compare how some living things adapt to survive in extreme conditions, e.g. camels - Analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs etc.

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		• All medicines are drugs, not all drugs are medicines Working Scientifically • Explore the work of scientists • Research the relationship between diet, exercise, drugs, lifestyle and health • Observe and measure changes to pulse rates after exercise				
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