Misson Primary School
You already have your wings, we will help you fly

SCIENCE PROGRESSION MAP

The National Curriculum for Science aims to ensure that ALL pupils

- 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.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
NC Statutory Programmes of study - overview	**UNDERSTANDING THE WORLD - THE NATURAL WORLD**	**BIOLOGY** Plants Animals including humans Living things and their habitats **CHEMISTRY** Everyday materials Use of everyday materials **PHYSICS** Seasonal change		**BIOLOGY** Plants Animals including humans Living things and their habitats **CHEMISTRY** Rocks States of matter **PHYSICS** Light Sound Forces and magnets Electricity		**BIOLOGY** Living things and their habitats Animals including humans Evolution and inheritance **CHEMISTRY** Properties and changes of materials **PHYSICS** Earth and space Forces Light Electricity	
	WORKING SCIENTIFICALLY **Plan, do, record and review**						

Key Area Specific Disciplines	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	ELG	National Curriculum P.O.S Statutory Requirements					
BIOLOGY	**Understanding the world - The natural world** Explore the natural world around them Make observations about the world around them Make observations about plants and animals Create drawings of plants and animals	**Plants** 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. **Animals including humans** identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	**Plants** 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. **Animals including humans** notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including 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. **Living things and their habitats** 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	**Plants** 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. **Animals including humans** 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 identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Animals including humans** 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. **Living things and their habitats** 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.	**Animals including humans** describe the changes as humans develop to old age. **Living things and their habitats** 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.	**Animals including humans** 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. **Living things and their habitats** 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. **Evolution and inheritance** recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago

			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 different sources of food.				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.
CHEMISTRY	**Understanding the world – The natural world** identify changing states of matter	**Everyday materials** 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.	**Use of everyday materials** 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.	**Rocks** 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.	**States of matter** 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.	**Properties and changes of materials** 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 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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic demonstrate that dissolving, mixing and changes of state are reversible changes 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.	
PHYSICS	**Understanding the world - the natural world** Identify some similarities and differences between the natural world around them and contrasting environments Know the four seasons Describe characteristics of the four seasons	**Seasonal change** observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.		**Light** 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 an opaque object find patterns in the way that the size of shadows change. **Forces and magnets** compare how 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	**Sound** 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 pitch of a sound and features of the object that produced it 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. **Electricity** 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	**Earth and space** 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 the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. **Forces** 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.	**Light** 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 light 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. **Electricity** 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.

				predict whether two magnets will attract or repel each other, depending on which poles are facing.	recognise some common conductors and insulators, and associate metals with being good conductors.		
WORKING SCIENTIFICALLY  PLAN DO RECORD REVIEW	choose the resources they need for their chosen activities and say when they do or don't need help know about similarities and differences in relation to places, objects, materials and living things make observations of animals and plants explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function . select and use technology for particular purposes represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories talk about the features of their own immediate environment and how environments might vary from one another explain why some things occur and talk about changes	asking simple questions observing closely performing simple tests using their observations to suggest answers to questions gathering and recording data	asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.	asking relevant questions setting up simple practical enquiries making systematic and careful observations gathering, recording, classifying and presenting data recording findings using simple scientific language reporting on findings from enquiries using results to draw simple conclusions identifying differences, similarities or changes	asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes	planning different types of scientific enquiries to answer questions taking measurements, using a range of scientific equipment recording data and results of increasing complexity using scientific diagrams and labels using test results to make predictions reporting and presenting findings from enquiries, including conclusions identifying scientific evidence that has been used to support ideas	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations identifying scientific evidence that has been used to support or refute ideas or arguments.

				related to simple scientific ideas using straightforward scientific evidence to answer questions	related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.		
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Key Vocabulary **NC POS/EYFS ELGs** **Specific Disciplines** 	Names of common animals eg: cat, dog, hedgehog, squirrel, frog, fish, sparrow, minibeast, spider, ant etc nocturnal Parts of plants for example stem, petal, flower, leaf, seed Names of common plants and seeds for example oak tree, conkers, spinning jennies, acorn, evergreen, deciduous daffodil, crocus, dandelion, snowdrop, daisy, buttercup Autumn, Winter, Spring, Summer windy, rain, sunny, cold, warm, showers, drizzle, snow, fog, melting, shadow floating, sinking, change, decay, grow, life-cycle	**Plants** Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem Names of plants in their local environment for example grass, clover, daisy, buttercup, dandelion, oak, holly, daffodil, tulip etc. and plants we grow to eat such as lettuce, tomatoes, cucumber, radish, herb etc. **Animals including humans** Fish, amphibian, reptile, bird, mammal plus commons names of these including pets and those found in our Misson environment. Common structure of animals and humans including: head, face, ears, hair, eyes, nose, mouth, teeth, cheek, chin, neck, body, arms, hands, fingers, paws, fins, wings, legs, feet, toes, tail, skin, scales, fur, feathers Herbivore, carnivore, omnivore See, look, hear, listen, touch, feel, taste, smell **Everyday materials** Wood, plastic, glass, metal, water, rock, brick, paper, card, rubber, fur, fleece,	**Plants** ***As Y1 but to include also*** Seeds, bulbs, grow, healthy, air, water, light, temperature, soil, nutrients **Animals including humans** ***As Y1 but to include also:*** reproduce, offspring, babies, young, grow, adults Survival, water, food, air, shelter Exercise, fit, healthy, food, fruit, vegetables, meat, fish, eggs, nuts, pulses, beans, milk, cheese, bread, pasta, rice, butter, vegetable oil, olive oil **Uses of everyday materials** ***As Y1 Everyday Materials but to include also*** Squash, bend, twist, stretch	**Plants** ***As Y1/2 but to include also*** stigma, style, anther transport, seed, seedling, bulb, compost, decay, die, fruit, moisture, ovary, ovule Pollen, pollination, seed formation, dispersal, reproduce, cuttings **Animals including humans** ***As Y1/2 but to include also*** Humans, food, feeding, balanced, diet, cereal, fruit, vegetables, dairy products, butter, potatoes, vitamins, minerals Skeleton, skull, ribs, spine (backbone), joints, support, muscles **Rocks** ***As Y1/2 uses of everyday materials but to include also*** Rocks, granite, limestone, sandstone, fossil, soil, sandy, peat, decay, compost texture **Light** See, eyes, light, dark, absence , Light sources, Sun, dangerous, lamp, flame, torch, light bulb, Day, night, light, dark, dim, sunrise, sunset, dusk, Reflect, reflection, reflected, shadows, size, shape, pattern **Forces and Magnets** Force, contact, non-contact	**Animals including humans** ***As KS1/Y3 but to include also*** Digestion, mouth, teeth, tongue, saliva, oesophagus, stomach, gastric juices, enzyme, small intestine, bile, pancreatic juice, large intestine, rectum Incisors, cut, slice, canines, grip, pierce, premolars, molars, crush, grind, dental, dentist, disclosing tablets Food chain, producers, predators, prey, herbivore, carnivore, omnivore **Living things in their habitats** Classify, classification, animal, vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, insects, flowering plants, non-flowering plants, ferns, mosses, fungi Environment, habitat, micro habitat, adaption, human impact, ecological, ecosystem, nature reserves, parks, ponds, pollution, litter, deforestation, field, hedgerow, pond, woodland, seashore, ocean, rainforest, Arctic, desert, nest, burrow, air, food,	**Animals including humans** ***As KS1/LKS2 but to include also*** Humans, gestation, baby, child, teenager, adult, geriatric, puberty, hormones, muscles, testicles, pubic hair, voice, acne, breasts, hips, period, ovulation **Living things in their habitats** ***As KS1/LKS2 Plants/Animals but to include also*** Life cycle, reproduction, asexual, sexual, larva, chrysalis, pupa, head, abdomen, thorax, wings, fur, feathers, scales **Properties and changes of materials** ***As all other phases' materials work and Y4 States of Matter but to include also*** conduct, insulate, electrical, thermal, magnetic Solids, liquids, gases, dissolve, solution, substance, separated, filtering, sieving, evaporating, reversible, irreversible state, burning, oxygen, acid, bicarbonate of soda, carbon dioxide Change state, melt, melting, freeze, heated, cooled, temperature,	**Animals including humans** ***All previous vocabulary across all year groups but to include also*** micro-organisms, kingdom, species **Living things in their habitats** ***All previous vocabulary across all year groups but to include also*** Blood, heart, heart rate, circulation, oxygen, lungs, veins, arteries, cells, pulse rate, healthy diet, exercise, drugs **Evolution and inheritance** Fossils, evolution, evolve, inherit, inheritance, offspring, vary, variation, species, adapted, environment, climate, habitat, suited **Light** ***As Y3 but to include also*** mirrors, rainbows, colour, colour filters, water, refraction **Electricity** ***As Y4 but to include also*** volume, volts, voltage, symbols, circuit diagram

		cotton, wool, polyester, cotton wool Names of common objects made from these materials e.g. door, building block, window, pencil sharpener, teddy etc. soft, hard, rough, smooth, stretchy, stiff, shiny, dull, flexible, waterproof, absorbent, opaque, transparent, translucent **<u>Seasonal changes</u>** Spring, summer, autumn, winter Day, night, light, dark, sunrise, sunset Sun, rain, snow, hail, precipitation, wind, cloud, cloud cover Deciduous, evergreen tree		Move, surface, material, carpet, tiles, wood, lino, bubble wrap, sandpaper, fleece, polythene, towel Magnet, magnetic, magnetic field, bar, horseshoe, ring, strength, strong, weak, metal, coated, attract, repel, poles, north, south	water, shelter, heat, warmth, sun, camouflage **<u>States of matter</u>** Solids, liquids, gases Change state, melt, freeze, heated, cooled, temperature, Celsius, chocolate, butter, ice, water, steam, water vapour Water cycle, evaporation, condensation, rate, precipitation, rain, rain fall, snow, sleet **<u>Sound</u>** Sound, sources, vibrating, medium, ear, eardrum, instruments, pitch, high, low, volume, loudness, loud, soft, quiet, insulation, sound proof, distance, fainter **<u>Electricity</u>** Electrical appliances, mains, battery, television, computer, tablet, mobile phone, light, lamp, cooker, microwave, toaster, radio Component, bulb, buzzer, battery, cell, wire, motor, switch, open, closes, circuit, series, complete loop, bright, brightness, current Electrical insulator, plastic, fabric, electrical conductor, metals, water	Celsius, ice, water, steam, water vapour, water cycle, evaporation, condensation, rate **<u>Earth and Space</u>** Day, night, light, dark, dim, sunrise, sunset, dusk, Earth, moon, moons, reflect, sun, star, spherical, rotation, Earth's axis, solar system, Mercury, Venus, Mars, Jupiter, Saturn, Uranus, Neptune (Pluto as a dwarf planet), shadow clock, sundials, astronomical clock **<u>Forces</u>** ***<u>As Y3 Forces and Magnets but to include also</u>*** gravity, falling, friction, air resistance, water resistance, newton, force metre, drag, levers, pulleys, gears	
Key Vocabulary – Working Scientifically 	Explore Describe Understand Recognise	***<u>As EYFS but to include also</u>*** question, find out, observe, measure, length, height, mass/weight record, results, table, chart, pictograph,	***<u>As Y1 but to include also</u>*** test, compare time, temperature block graph, bar chart	***<u>As KS1 but to include also</u>*** explain, accurate, predict tape measure, thermometer, data logger,	***<u>As KS1/Y3 but to include also</u>*** line graph explain reasoning	***<u>As Y4 but to include also</u>*** reliable, variables, valid	***<u>As all other year groups but to include also</u>*** hypothesis, proven, disproven, inconclusive

	Notice			apparatus, method, conclusion			

UNITS OF WORK	EYFS Cycle A	KEY STAGE 1 Cycle A	Y3/4 Cycle A	Y5/6 Cycle A
	To know the names of some woodland animals (hedgehogs, squirrels, owl). To name some animals which live in the zoo. To name animals which could be found at the farm. To name animals and their babies. To name some animal produce e.g cow milk and hen eggs. To know what nocturnal means and name some animals which are nocturnal. To name some common plants (tulip, daffodil, bluebells, crocuses, snowdrops, dandelions, buttercups, daisy) To name plant parts (stem, seed, flower, petal, leaf) To know the four seasons and characteristics. To know what float and sink means	**AUTUMN 1** **Everyday materials** Objects and what they are made of Varieties of materials Physical properties of materials Grouping materials based on properties **AUTUMN 2** **Use of everyday materials** Suitability of materials for uses How solid objects can change **SPRING** **Seasonal Changes** Changes across seasons Seasonal Change Weather across seasons Day length variations **SUMMER** **Living things and their Habitats** Different habitats and how they provide for different animals and plants Identify varieties of plants and animals in their habitats Micro-habitats Explore and compare living/dead/never lived How animals obtain food from plants and each other	**AUTUMN 1** **Animals including Humans** Digestive System Teeth **AUTUMN 2** **Animals including Humans** Food Chains **SPRING 1** **Rocks and Soils** Basic Classification Formation and types Rock Cycle **SPRING 2** **Rocks and Soils** Soil Types Formation of soils Layers Fossil Types **SUMMER 1** **Electricity** Everyday Appliances Components Series Circuits Open and closed switches Common Conductors and Insulators **SUMMER 2** **Light** Sources Darkness Reflection	**AUTUMN 1** **Animals including Humans** Circulatory system **AUTUMN 2** **Animals including Humans** Skeleton Muscles Nutrition Diet Exercise Drugs Health **SPRING 1** **Earth and Space** Movement of Earth, planets, sun. Movement of moon and Earth Sun, Earth and moon are spherical. Explain night and day **SPRING 2** **Forces** Gravity Air Resistance Water Resistance Friction Mechanisms (Pulleys, Levers etc) **SUMMER 1** **Properties and Changes of Materials** Comparing and Grouping Understanding Soluble/dissolving Understanding eparating

		Simple food chains Different sources of food	Protection Shadows **Sound** Made by vibrations Travelling from source to ear Objects and different pitches Size of vibration v volume	Understanding reversible + irreversible Changes **SUMMER 2** **Living things and their habitats** Classification of living things by similarity and difference: Plants Animals Micro-organisms Reasons for classifying based on characteristics
UNITS OF WORK	**EYFS Cycle B** To know the names of some woodland animals (hedgehogs, squirrels, owl). To name some animals which live in the zoo. To name animals which could be found at the farm. To name animals and their babies. To name some animal produce e.g cow milk and hen eggs. To know what nocturnal means and name some animals which are nocturnal. To name some common plants (tulip, daffodil, bluebells, crocuses,	**KEY STAGE 1 Cycle B** **AUTUMN 1** **Animals including Humans (Y1)** Animals including Humans Classifying as Amphibian, Reptile, Mammal, Fish or Bird. Classifying as Carnivore, Herbivores or omnivore. Describing and comparing structures of common animals. **AUTUMN 2** **Animals including Humans (Y2)** Identify, name and draw Parts of the human body Association of human body parts to senses Offspring into adults (basic life-cycles)	**Y3/4 Cycle B** **AUTUMN 1** **Animals including Humans** Correct balanced nutrition from what they eat –can't make own food. **AUTUMN 2** **Animals including Humans** Skeletons and Muscles **SPRING 1** **Plants** Parts and Functions of Flowering Plants Requirements of plants for growth Water Transportation in Plants Importance of flowers in life cycles of plants **SPRING 2** **Living Things in their Habitats** Classification	**Y5/6 Cycle B** **AUTUMN 1** **Animals Including Humans** Changes in Humans **AUTUMN 2** **Living Things and Their Habitats** Life Cycles Reproductions **SPRING 1** **Evolution and Inheritance** Offspring Adaptation Fossils Evolution **SPRING 2** **Properties and Changes of Materials** Using comparitive and fair tests for uses of everyday materials

	snowdrops, dandelions, buttercups, daisy) To name plant parts (stem, seed, flower, petal, leaf) To know the four seasons and characteristics. To know what float and sink means	Basic survival needs (water, food and air) Exercise Different types of food Hygiene **<u>SPRING</u>** **Plants (Y1)** Common wild and garden plants Deciduous and evergreen trees Describing basic structures of flowering plants: petals, stems, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree. **<u>SUMMER</u>** **Plants (Y2)** How seeds and bulbs grow into mature plants Needs for growth and plant health: Water, light and suitable temperature	Keys Environmental Change **<u>SUMMER 1</u>** **States of Matter** Grouping of solids, liquids and gases Heating and cooling Evaporating and Condensing **<u>SUMMER 2</u>** **Forces and Magnets** How contact between objects and surfaces affects movement Magnetism – attracting and repelling Magnetic v non-magnetic materials Magnetic poles	Demonstrating reversible changes Creating new materials through irreversible changes including burning and acids **<u>SUMMER 1</u>** **Electricity** Cells and voltage Voltage and brightness/volume Component symbols Representing in diagrams **<u>SUMMER 2</u>** **Light** Light travels in straight lines How We See Shadows Reflection