

Science Progression of Skills KS2



Y3 Areas of Study:

- ✓ Forces and Magnets
- ✓ Animals (including humans): Food and our Bodies
- ✓ Light Rocks
- ✓ Plants
- ✓ Space

Y4 Areas of Study:

- ✓ States of Matter
- ✓ Animals (including humans): Teeth and Digestion (Healthy Eating)
- ✓ Sound
- ✓ Electricity
- ✓ Living things and their habitats

Y5 Areas of Study:

- ✓ Properties and Changes of Materials
- ✓ Forces
- ✓ Types of Scientific Investigation
- ✓ Living Things and their Habitats
- ✓ Animals (including humans): Human development
- ✓ Earth and Space

Y6 Areas of Study:

- ✓ Living things and their habitats
- ✓ Animals (including humans): Human Body
- ✓ Evolution & Inheritance
- ✓ Light
- ✓ Electricity

Lower Key Stage 2

- ✓ 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 related to simple scientific ideas and processes.
- ✓ Using straightforward scientific evidence to answer questions or to support their findings.

Notes and guidance (Non-statutory)

- ✓ Pupils in years 3 and 4 should be given a range of scientific experiences to enable them to raise their own questions about the world around them.
- ✓ They should start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.
- ✓ Recognise when a simple fair test is necessary and help to decide how to set it up.
- ✓ Talk about criteria for grouping, sorting and classifying; and use simple keys.
- ✓ They should begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.
- ✓ They should help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.

Upper Key Stage 2

- ✓ 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 a 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.

Notes and guidance (Non-statutory)

- ✓ Pupils in years 5 and 6 should use their science experiences to: explore ideas and raise different kinds of questions.
- ✓ Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.
- ✓ Recognise when and how to set up comparative and fair tests and explain which variables need to be controlled and why.
- ✓ They should use and develop keys and other information records to identify, classify and describe living things and materials, and identify patterns that might be found in the natural environment.
- ✓ They should make their own decisions about what observations to make, what measurements to use and how long to make them for, and whether to repeat them;
- ✓ Choose the most appropriate equipment to make measurements and explain how to use it accurately.
- ✓ They should decide how to record data from a choice of familiar approaches.
- ✓ Look for different causal relationships in their data and identify evidence that refutes or supports their ideas.

Working Scientifically

National curriculum
POS Working scientifically

	<ul style="list-style-type: none"> ✓ They should learn how to use new equipment, such as data loggers, appropriately. ✓ They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to record and analyse this data. ✓ With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions. ✓ With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected, and finding ways of improving what they have already done. ✓ They should also recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations. ✓ Pupils should use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences. 	<ul style="list-style-type: none"> ✓ They should use their results to identify when further tests and observations might be needed. ✓ Recognise which secondary sources will be most useful to research their ideas and begin to separate opinion from fact. <p>They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas and should talk about how scientific ideas have developed over time.</p>
	<p>These opportunities for working scientifically should be provided across years 3 and 4 and 5 and 6 so that the expectations in the programme of study can be met by the end of year 4 or year 6. Pupils are not expected to cover each aspect for every area of study.</p>	
Asking Questions	<ul style="list-style-type: none"> ✓ To ask questions and develop a line of enquiry based on observations of the real world. <p>Examples Year 3: Children create questions to provide extension to a topic. Year 4: Children make up their own questions to investigate on a given topic. (e.g. melting ice)</p> <p>Notes for teaching and learning Good scientific questions are defined, measurable, and controllable. Tips on Asking Good Scientific Questions: 1. Begin by asking several questions about the topic. 2. Eliminate questions that cannot be answered by direct observation or by gathering evidence. 3. Break broad questions into smaller questions that can be investigated one at a time. 4. Word questions in a way that allows them to be answered by an experiment. Here are some good ways to begin scientific questions: "What is the relationship between . . . ?" "What factors cause . . . ?" "What is the effect of . . . ?" Appendix T&L1 Question_Teacher_Resource_Updated Question: Teaching resources - BBC Teach The different types of scientific enquiry Appendix T&L2 The five key practices every good primary science teacher should know Information on floor books. Floorbooks Primary Science Teaching Trust (pstt.org.uk) Appendix T&L3 HOW_ro_use_floorbooks_ppt_slide_notes Appendix T&L4 WHY_use_Floor_books_11.3.19 Appendix T&L5 key_stage_2_teacher_assessment_exemplification_science</p>	<ul style="list-style-type: none"> ✓ Use science experiences to explore ideas and raise different kinds of questions. ✓ To know how to turn a question or idea into a form that can be tested. <p>Examples Year 5: Children generate own scientific questions. Good questions from all abilities. Year 6: Children ask questions as next steps to investigation after microorganisms investigation. These show a high level of creative enquiry. A question posed is about the length of time it takes for the heart to return to average BPM – which is a medical indicator of health and fitness.</p>
Making Predictions	<ul style="list-style-type: none"> ✓ Make predictions using cause & effect ✓ Make relationship/trend predictions. ✓ Make predictions about what will happen, some of which are based on scientific knowledge. <p>Examples</p>	<ul style="list-style-type: none"> ✓ Make predictions based on scientific knowledge and understanding. <p>Examples In year 5, children draw on prior scientific learning to make predictions and link to previous knowledge.</p>

		<p>Year 3: Causal predictions based on an observational understanding of the world. Year 4: Causal predictions are beginning to draw on prior scientific knowledge, although this is not always accurate.</p>	<p>In year 6, prediction draw on a higher level of scientific learning to write causal predictions and their use of vocabulary shows progression.</p>
	<p>Setting up Tests (Fair testing. Observations over time. Pattern seeking.)</p>	<ul style="list-style-type: none"> ✓ Plan a fair test by selecting variables to change & measure. ✓ Design a fair test with more than one variable e.g. using different materials to cut out sound. ✓ Plan how to collect sufficient evidence. ✓ Explain to others why a test is fair. ✓ Choose what apparatus to use and what to measure (in some simple contexts) ✓ Write a simple ordered method (from a plan) <p>Examples Year 3: Children are given the question and method of testing. They begin to use the vocabulary to describe variables, conclusions and predictions. Year 4: Children are given a question as the starting point for their investigation. They are then given opportunities to choose how to set up this investigation.</p> <p>Notes for teaching and learning Give SC1 planning sheet as trialled in Y4 to Y3 to begin to use. Create an adapted version for 5 and 6 to use, with repeat results etc. The different types of scientific enquiry <i>Appendix T&L 2.2 The five key practices every good primary science teacher should know</i> 1. Fair testing. 2. Observations over time. Eg: What happens to a seed when it germinates? 3. Pattern seeking. Eg: Is it always cold when it's raining? 4. Identifying and classifying. Eg: What do different animals eat? 5. Research: Eg: What's the strongest magnet in the world?</p>	<ul style="list-style-type: none"> ✓ Plan different types of scientific enquiries to answer questions. ✓ Decide how to turn ideas into a form that can be tested. ✓ Recognise and control variables where necessary. ✓ Choose what evidence to collect to investigate a question, ensuring the evidence is sufficient. ✓ Choose what equipment to use. ✓ Plan to collect repeat readings (>3) & calculate mean ✓ Design & write an ordered reliable method (repeats) <p>Examples Year 5: Children are given the question and method of testing. Year 6: Children choose how to set up microorganisms investigation.</p>
	<p>Identifying and classifying</p>	<ul style="list-style-type: none"> ✓ Begin to create appropriate groups for grouping, sorting and classifying. ✓ Create and use simple keys. <p>Examples Year 3: Children choose items to sort into different food groups. Year 4: Children sort items into solids, liquids and gases at the start of the topic. They choose how to sort animals when looking at classification keys.</p>	<ul style="list-style-type: none"> ✓ 1 group & sub-group by fine observation (create criteria) ✓ Use and develop keys to identify, classify and describe living things and materials. <p>Examples Year 5: Children compare items according to their properties. They sort materials into those according to whether changes are reversible or irreversible. Year 6: Children create keys using Linnaean system – clear progress from Y4</p>
	<p>Research</p>	<ul style="list-style-type: none"> ✓ Recognise when and how secondary sources might help me to answer questions that cannot be answered through practical investigations. <p>Examples Year 4: Children research how different animals have different diets – relating these to teeth and the digestive system. <i>Appendix R 1a Y4 Ed diets of animals research</i></p>	<ul style="list-style-type: none"> ✓ Recognise which secondary sources will be most useful to research my ideas. ✓ Begin to separate opinion from fact.
	<p>Observing and Measuring</p>	<ul style="list-style-type: none"> ✓ Make systematic and careful observations. ✓ Take accurate measurements using standard units. ✓ Convert values in standard units (inc. time in minutes and seconds and temperature in degrees centigrade) ✓ Use a range of equipment including thermometers and data loggers. <p>Examples</p>	<ul style="list-style-type: none"> ✓ Take measurements, using a range of scientific equipment, with increasing accuracy and precision. ✓ Take repeat readings when appropriate. ✓ Y5 Measure capacity, mass and area. Newtons; grammes; ✓ mm and cm; cm²; ✓ Y6 Take measurements and use ratio and proportion. V; Km/hr; M per sec; m/sec;

		<p>Year 3: Use of observation and counting simple numerical data (Number of paper clips attracted by a magnet). Careful and systematic observations, including those over time.</p> <p>Year 4: Children use data loggers to measure sound. Measurements of time in minutes and seconds, cm.</p>	<p>Examples</p> <p>Year 5: Children repeat results regularly (<i>Eg: Uplthrust, parachutes, friction</i>) and HA mathematicians calculate the mean from a set of data.</p> <p>Year 6 Measure heart rate for 15 seconds and multiply by 4 to get BPM. They use multiple results to get reliable data.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Recording data</p>	<ul style="list-style-type: none"> ✓ Record data and results using simple scientific language drawings, and labelled diagrams. ✓ Record data using bar charts, and tables. ✓ Construct a simple table to compare cause & effect. ✓ Construct bar charts correctly (inc. numerical axis) ✓ Suggest a data range & interval for a variable <p>Examples</p> <p>Year 3: Children label axis independently – simple values, eg, number of paper clips, teaspoons of sugar.</p> <p>Year 4: Children label axis and suggest intervals and range in a graph to show volume in decibels.</p>	<ul style="list-style-type: none"> ✓ Record data and results of increasing complexity using scientific diagrams and labels. ✓ Record data using scatter graphs, bar and line graphs. ✓ Construct a complex table to show repeated data ✓ Construct graphs and scale at least one axis independently <p>Examples</p> <p>Year 5: data of increasing complexity is recorded. Tables of repeated data.</p> <p>Year 6: Children use comparative line graphs with 4+ data sets plotted. They label their axis independently.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpreting and Communicating Results</p>	<ul style="list-style-type: none"> ✓ Use straightforward scientific evidence to answer questions. ✓ Use results to draw simple conclusions. ✓ Report on findings using oral and written explanations, displays or presentations of results and conclusions. <p>Examples</p> <p>Year 3: Children write conclusions and explain their findings linked to what they have seen. HAPs begin to link the results of their investigations to the underpinning science.</p> <p>Year 4: Children give reasons to explain their findings and these are linked to what they have seen. They begin to link the results of their investigations to the underpinning science.</p>	<ul style="list-style-type: none"> ✓ Use the underpinning science to explain results. ✓ Use data in my conclusions. ✓ Explain and evaluate the level of reliability of results. (degree of trust) ✓ Relate the findings of investigations to other enquiries where appropriate. ✓ Report on the above using oral and written explanations, displays or presentations of results and conclusions. <p>Examples</p> <p>Year 5 children write conclusions and evidence a confident use of appropriate scientific vocabulary. They begin to link their findings to underpinning scientific concepts.</p> <p>Year 6 conclusions are simple and based on what they have observed.</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Evaluating</p>	<ul style="list-style-type: none"> ✓ Make predictions for new values, ✓ Suggest sensible improvements to what I have done. ✓ Raise further questions prompted by the investigation. ✓ Make predictions for new values within or beyond the data. <p>Examples</p> <p>Year 3 and 4: Children suggest sensible improvements to investigations.</p>	<ul style="list-style-type: none"> ✓ Use test results to make predictions to set up further comparative and fair tests. ✓ Identify when further observations, comparative and fair tests might be needed. <p>Examples</p> <p>Year 5 and 6: Children suggest sensible improvements to investigations completed.</p>

		<u>Y3 Areas of Study</u>	<u>Y4 Areas of Study</u>	<u>Y5 Areas of Study</u>	<u>Y6 Areas of Study</u>
	Plants	<ul style="list-style-type: none"> ✓ 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. 			
	Living things & their habitats		<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. ✓ Give reasons for classifying plants and animals based on specific characteristics.
	Animals including humans	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> ✓ 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.

	<p style="text-align: center;">Evolution & Inheritance</p>				<ul style="list-style-type: none"> ✓ 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.
	<p style="text-align: center;">States of Matter & Properties and changes of materials</p>	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ 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 	

Forces and Magnets				<p>with burning and the action of acid on bicarbonate of soda.</p> <ul style="list-style-type: none"> ✓ Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird 	
	Forces and Magnets	<ul style="list-style-type: none"> ✓ 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. ✓ Predict whether two magnets will attract or repel each other, depending on which poles are facing. 		<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> • 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. 			<ul style="list-style-type: none"> ✓ 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.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Electricity</p>		<ul style="list-style-type: none"> ✓ Find patterns in the way that the size of shadows change. 			<ul style="list-style-type: none"> ✓ Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Sound</p>			<ul style="list-style-type: none"> ✓ 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. 	
			<ul style="list-style-type: none"> ✓ 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. 		<ul style="list-style-type: none"> ✓ 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.

Earth and Space			<ul style="list-style-type: none"> ✓ Recognise some common conductors and insulators, and associate metals with being good conductors. 		
	<ul style="list-style-type: none"> ✓ Working Scientifically – Space unit 			<ul style="list-style-type: none"> ✓ 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. 	

Key Vocabulary

Forces and Magnets
 ✓ repel
 ✓ attract
 ✓ gravity
 ✓ friction
 ✓ force
 ✓ magnetic
 ✓ push
 ✓ pull
 Animals (including humans):
 Food and our Bodies
 ✓ Nutrients
 ✓ Protein
 ✓ Fats
 ✓ Carbohydrates
 ✓ Skeleton
 ✓ Muscle
 ✓ Contract
 ✓ Relax
 Light
 ✓ reflect
 ✓ translucent
 ✓ transparent
 ✓ opaque
 ✓ source
 ✓ shadow
 Rocks
 ✓ Igneous
 ✓ Sedimentary
 ✓ Metamorphic
 ✓ Fossils
 ✓ Permeable
 ✓ Impermeable
 ✓ Sediment
 ✓ Lava
 Plants
 ✓ root
 ✓ water transportation

States of Matter
 ✓ Matter.
 ✓ Particles
 ✓ Evaporation
 ✓ Condensation
 ✓ melting
 ✓ freezing
 ✓ Water vapour
 ✓ precipitation
 ✓ process
 ✓ Water cycle
 ✓
 Animals (including humans):
 Teeth and Digestion (Healthy Eating)
 ✓ incisor
 ✓ canine
 ✓ molar
 ✓ plaque
 ✓ enamel
 ✓ decay
 ✓ digestion
 ✓ stomach
 ✓ intestine
 ✓ oesophagus
 Sound
 ✓ Sound
 ✓ Vibration
 ✓ Sound source
 ✓ Volume
 ✓ Pitch
 ✓ Medium
 ✓ Eardrum
 ✓ Decibel (dB)
 ✓ Frequency
 ✓ Insulation
 Electricity
 ✓ Electricity

Properties and Changes of Materials
 ✓ Soluble
 ✓ Opaque
 ✓ Insulator
 ✓ Conductor
 ✓ Solute
 ✓ Reversible change
 ✓ Filtration
 ✓ solution
 Forces
 ✓ Force
 ✓ Gravity
 ✓ Friction
 ✓ Mass
 ✓ Weight
 ✓ Resistance
 ✓ acceleration
 Types of Scientific Investigation
 ✓ Investigation
 ✓ Identify
 ✓ Evaluate
 ✓ Variable
 ✓ Analysis
 ✓ test
 Living Things and their Habitats
 ✓ Pollination
 ✓ fertilisation
 ✓ Asexual reproduction
 ✓ Sexual reproduction
 ✓ Living organism
 ✓ Life cycle
 ✓ Metamorphosis
 ✓ monotreme
 ✓ marsupial

Living things and their habitats
 ✓ Classification
 ✓ Characteristics
 ✓ Vertebrates
 ✓ Invertebrates
 ✓ Micro-organisms
 ✓ Carl Linnaeus
 Animals (including humans):
 Human Body
 ✓ Digestive system
 ✓ Respiratory system
 ✓ Artery
 ✓ Vein
 ✓ Capillary
 ✓ Pulmonary
 Evolution & Inheritance
 ✓ Evolution
 ✓ Adaptation
 ✓ Inheritance
 ✓ Extinction
 ✓ Variation
 ✓ Genes
 ✓ Characteristics / Traits
 Light
 ✓ Cones
 ✓ Rods
 ✓ Opaque
 ✓ Translucent
 ✓ Transparent
 ✓ Reflection
 ✓ Refraction
 ✓ Spectrum
 ✓ Prism
 Electricity
 ✓ Cell
 ✓ Battery
 ✓ Component



		<ul style="list-style-type: none">✓ pollination✓ germinate✓ pollen✓ stamen✓ stigma✓ seed dispersal Space <ul style="list-style-type: none">✓ astronaut✓ space✓ planet✓ moon✓ rocket✓ orbit✓ International Space Station✓ spacesuit	<ul style="list-style-type: none">✓ Switch✓ Circuit✓ Battery✓ Wire✓ Conductor✓ Insulator Living things and their habitats <ul style="list-style-type: none">✓	Animals (including humans): Human development <ul style="list-style-type: none">✓ gestation✓ development✓ puberty✓ adolescence✓ life expectancy✓ reproduction✓ old age✓ growth Earth and Space <ul style="list-style-type: none">✓	<ul style="list-style-type: none">✓ Bulb✓ Motor✓ Buzzer✓ Circuit✓ Electrons✓ Current✓ Voltage✓ Switch✓ Resistance
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