



## Science: Whole School Overview

<b>1</b>	<b>Working Scientifically</b>					
<b>EXPECTED</b> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>gather and recording data to help in answering questions</li> <li>use their observations and ideas to suggest answers to questions</li> </ul>		<b>EXCEEDING</b> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>				
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>		
<b>Animals including Humans</b>  identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets)  <i>Identify that humans and some animals have skeletons and muscles for support, protection and movement.</i>  <i>Construct and interpret a variety of food chains, identifying producers, predators and prey</i>	<b>Light (Revision unit)</b>  To identify different types of light sources	<b>Everyday Materials</b>  distinguish between an object and the material from which it is made  compare and group together a variety of everyday materials on the basis of their simple physical properties  describe the simple physical properties of a variety of everyday materials  identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  <i>compare and group together different kinds of rocks on the basis of their simple physical properties</i>  <i>recognise that soils are made from</i>	<b>Rocks and dinosaurs (additional unit)</b>  identify and name a variety of common animals that are carnivores, herbivores and omnivores	<b>Plants</b>  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  <i>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers</i>  <i>Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</i>	<b>Seasonal Change</b>  observe changes across the four seasons  observe and describe weather associated with the seasons and how day length varies  <i>Recognise that environments can change and that this can sometimes pose dangers to living things</i>	



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			rocks and organic matter			
			compare and group materials together, according to whether they are solids, liquids or gases			



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<b>2</b>	<b>Working Scientifically</b>						
<b>EXPECTED</b> <ul style="list-style-type: none"> <li>asking simple questions and recognising that they can be answered in different ways</li> <li>observe closely, using simple equipment</li> <li>perform simple tests</li> <li>identify and classify</li> <li>gather and recording data to help in answering questions</li> <li>use their observations and ideas to suggest answers to questions</li> </ul>		<b>EXCEEDING</b> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>use straightforward scientific evidence to answer questions or to support their findings</li> </ul>					
<b>Autumn Term</b>		<b>Spring Term</b>			<b>Summer Term</b>		
<b>Animals including Humans</b>  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, air)  describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene  recognise that environments can change and that this can sometimes pose dangers to living things  Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food: they get nutrition from what they eat	<b>Sound – (Revision unit)</b>  To identify and explain different sound sources.	<b>Everyday Materials</b>  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  compare and group together different kinds of rocks on the basis of their simple physical properties  recognise that soils are made from rocks and organic matter  describe in simple terms how fossils are formed when things that have lived are trapped within rock  compare and group materials together, according to whether they	<b>Living things and their Habitats</b>  explore and compare the differences between things that are living, dead, and things that have never been alive  identify and name a variety of plants and animals in their habitats, including micro-habitats  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  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  identify and name a variety of living things (plants and animals) in the	<b>Plants</b>  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  observe and describe how seeds and bulbs grow into mature plants  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			



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			<p>are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>local and wider environment, using classification keys to assign them to groups</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> <p>recognise that environments can change constantly changing and that this can sometimes pose dangers to specific habitats</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>		
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<b>3</b>	<b>Working Scientifically</b>				
<b>EXPECTED</b> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<b>EXCEEDING</b> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>take measurements, using a range of scientific equipment, with</li> <li>increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>Identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>			
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>	
<b>Animals Including Humans</b>  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.  <i>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i>  <i>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including</i>	<b>Light</b>  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 shadows are formed when a light source is blocked by a solid object  find patterns in the way that the size of shadows change  recognise that light from the Sun can be dangerous and that there are ways to protect our eyes  <i>recognise that light appears to travel</i>	<b>Forces and Magnets</b>  compare how things move on different surfaces  notice that some forces need contact between two objects but magnetic forces 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	<b>Rocks and Fossils</b>  compare and group together different kinds of rocks on the basis of their simple physical properties  recognise that soils are made from rocks and organic matter describe in simple terms how fossils are formed when things that have lived are trapped within rock  <i>compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i>  <i>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i>	<b>Plants</b>  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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  <b>recognise that living things (plants) produce offspring of the same kind but normally offspring vary and are not identical to their parents</b>	



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	<p>the pulse and clotting).</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>in straight lines</p> <p>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</p> <p>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> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>identify the effect of air resistance, water resistance and friction, that act between moving surfaces</p>	<p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>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.</p>	<p><b>describe the life process of reproduction in some plants</b></p>	
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4	<b>Working Scientifically</b>					
<b>EXPECTED</b> <ul style="list-style-type: none"> <li>ask relevant questions and using different types of scientific enquiries to answer them</li> <li>set up simple practical enquiries, comparative and fair tests</li> <li>make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>report on findings from enquiries, include oral and written explanations, displays or presentations of results and conclusions</li> <li>use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		<b>EXCEEDING</b> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>take measurements, using a range of scientific equipment, with</li> <li>increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>				
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>		
<b>Animals Including Humans</b>  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  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	<b>Sound</b>  identify how sounds are made, associating some of them with something vibrating  recognise that vibrations from sound travel through a medium to the ear  recognise that sounds get fainter as the distance from the sound source increases  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.  (Enquiry based linked to design	<b>States of Matter</b>  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  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	<b>Electricity</b>  identify common appliances that run on electricity  construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, 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	<b>Living things and their Habitats</b>  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 constantly changing and that this can sometimes pose dangers to specific 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		



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	<p>describe the ways in which nutrients and water are transported within animals, including humans</p>	<p>technology with either children designing sound proofing for a house or ear protectors and designing and making a musical instrument )</p>	<p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>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.</p>	<p>with being good conductors</p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>	<p>characteristics</p> <p>identify how animals and plants are adapted to suit their environment in different ways and adaption leads to evolution</p>	
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<b>5</b>	<b>Working Scientifically</b>						
<b>EXPECTED</b> <ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>take measurements, using a range of scientific equipment, with</li> <li>increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments</li> </ul>		<b>EXCEEDING</b> <ul style="list-style-type: none"> <li>ask questions and develop a line of enquiry based on observations of the real world alongside prior knowledge and experience</li> <li>make predictions using scientific knowledge and understanding</li> <li>Select, plan and carry out the most appropriate types of scientific enquiries to test predictions...</li> <li>make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements</li> <li>present observations and data using appropriate methods, including tables and graphs</li> <li>interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> <li>present reasoned explanations, including data in relation to predictions and hypotheses</li> <li>evaluate data, showing awareness of potential sources of error</li> <li>identify further questions arising from results</li> </ul>					
<b>Autumn Term</b>		<b>Spring Term</b>			<b>Summer Term</b>		
<b>Animals Including Humans</b>  describe the changes as humans develop to old age  describe reproduction in humans, including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta	<b>Earth and space</b>  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  know our Sun as a star, other stars in our galaxy, other galaxies  understand how we have the seasons and the Earth's tilt, day length at different times of the year,	<b>Properties and Changes of Materials</b>  compare and group together everyday materials based on evidence from comparative and fair tests, 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	<b>Forces</b>  explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object  identify the effect 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  describe forces as pushes or pulls, arising from the interaction between two objects  identify non-contact forces: gravity forces acting at a distance on earth	<b>Living things and their Habitats</b>  describe the difference 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  describe the interdependence of organisms in an ecosystem, including food webs and insect pollinated crops  the importance of plant reproduction through insect pollination in human food security  identify differences between species  understand heredity as the process by which genetic information is transmitted from one generation to	<b>Light (Revision unit)</b>  To explain how light travels in straight lines  To be able to investigate the properties of light and use scientific vocabulary to explain their findings		



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		<p>in different hemispheres</p>	<p>and plastic</p> <p>demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, include changes associated with burning and the action of acid on bicarbonate of soda</p> <p>Describe the different states of matter in terms of particle model....</p> <p>Explain changes of state in terms of particle model</p> <p>Explain simple techniques for separating mixtures: filtration, evaporation, distillation and chromatography</p>	<p>and in space, forces between magnets ...</p> <p>use force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces</p> <p>explain forces: associated with deforming objects; stretching and squashing-springs; with rubbing and friction between surfaces, with pushing things out of the way; resistance to motion of air and water</p> <p>describe forces being needed to cause an object to stop or start moving, or to change their speed or direction of motion</p> <p>Know forces can be measured in newton's...</p>	<p>the next</p>	
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<b>6</b>	<b>Working Scientifically</b>					
<b>EXPECTED</b>			<b>EXCEEDING</b>			
<ul style="list-style-type: none"> <li>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>use test results to make predictions to set up further comparative and fair tests</li> <li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,</li> <li>report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li> <li>identify scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>			<ul style="list-style-type: none"> <li>ask questions and develop a line of enquiry based on observations of the real world alongside prior knowledge and experience</li> <li>make predictions using scientific knowledge and understanding</li> <li>select, plan and carry out the most appropriate types of scientific enquiries to test predictions...</li> <li>make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements</li> <li>present observations and data using appropriate methods, including tables and graphs</li> <li>interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions</li> <li>present reasoned explanations, including data in relation to predictions and hypotheses</li> <li>evaluate data, showing awareness of potential sources of error</li> <li>identify further questions arising from results</li> </ul>			
<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>		
<p><b>Animals Including Humans</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p>Explain the mechanism of breathing to move air in and out of the lungs, using a pressure model to explain the movement of gases...</p>	<p><b>Light and Sound</b></p> <p>recognise that light appears to travel in straight lines</p> <p>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</p> <p>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> <p>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p><b>Evolution and inheritance</b></p> <p>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p> <p>identify differences between species</p> <p>explain that the variation between</p>		<p><b>Living things and their Habitats</b></p> <p>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</p> <p>give reasons for classifying plants and animals based on specific characteristics</p> <p>Identify differences between species</p> <p>Describe the variation between individuals within a species being continuous or discontinuous...</p>	<p><b>Electricity</b></p> <p>associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram</p> <p>Talk about electric current...</p> <p>Describe potential difference,</p>	



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	<p>describe the content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre and water, and why each is needed</p> <p>describe the consequences of imbalances in the diet, including obesity, starvation and deficiency diseases</p> <p>describe the effects of recreational drugs on behaviour, health and life processes</p>	<p>Use of ray model to explain imaging in mirrors...</p> <p>describe the transmission of light through materials; absorption, diffuse scattering and specular reflection at a surface</p> <p>explain colours and the different frequencies of light, white light and prisms (qualitative only)</p>	<p>species and between individuals within a species means some organisms compete more successfully, which can drive natural selection</p> <p>describe how changes in the environment may leave individuals within a species, and some entire species, less well adapted to compete successfully and reproduce, which in turn may lead to extinction</p>			<p>measured in volts, battery and bulb rating...</p> <p>differences in resistance between conducting and insulating components</p>
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