

Progression of Knowledge in Science



National Curriculum statements in blue are from other linked topics.

Science	Early Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Plants	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	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.	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. Identify and name a variety of plants and animals in their habitats, including microhabitats. (Y2 - Living things and their habitats)	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.	Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	Describe the life process of reproduction in some plants and animals. (Y5 - 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 microorganisms, plants and animals. (Y6 - Living things and their habitats) Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)	Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms.

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Science	Farly Lograina	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Science	Early Learning Goal	/ear I	7ear 2	rear 3	7ew 4	rear 3	rear o	7ea 7
Living	Children know	Identify and	Explore and	Explore the	Recognise	Describe the	Describe how	Reproduction in
things and	about	name a	compare the	part that	that living	differences	living things	humans (as an
their	similarities	variety of	differences	flowers	things can	in the life	are classified	example of a
habitats	and	common wild	between	play in the	be grouped	cycles of a	into broad	mammal),
Tupilula	differences in	and garden	things that	life cycle	in a variety	mammal, an	groups	including the
	relation to	plants,	are living,	of	of ways.	amphibian,	according to	structure and
	places,	including	dead, and	flowering	of wags.	an insect and	common	function of the
	objects,	deciduous	things that	plants,	Explore and	a bird.	observable	male and female
	materials and	and	have never	including	use		characteristics	reproductive
	living things.	evergreen	been alive.	pollination,	classification	Describe the	and based on	systems,
	<i>a a</i>	trees. (YI -		seed	keys to help	life process	similarities and	menstrual cycle
	They talk	Plants)	Identify that	formation	group,	of	differences,	(without details
	about the		most living	and seed	identify and	reproduction	including	of hormones),
	features of	Identify and	things live in	dispersal.	name a	in some	microorganisms,	gametes,
	their own	describe the	habitats to	(Y3 -	variety of	plants and	plants and	fertilisation,
	immediate	basic	which they	Plants)	living things	animals.	animals.	gestation and
	environment	structure of	are suited		in their			birth, to include
	and how	a variety of	and describe		local and		Give reasons	the effect of
	environments	common	how different		wider		for classifying	maternal
	might vary	flowering	habitats		environment.		plants and	lifestyle on the
	from one	plants,	provide for				animals based	foetus through
	another.	including	the basic		Recognise		on specific	the placenta.
		trees. (YI -	needs of		that		characteristics.	
	They make	Plants)	different		environments			Reproduction in
	observations	T. 1	kinds of		can change		Recognise that	plants, including
	of animals	Identify and	animals and		and that		living things	flower structure,
	and plants	name a	plants, and		this can		produce	wind and insect
	and explain	variety of	how they		sometimes		offspring of	pollination,
	why some	common	depend on		pose		the same kind,	fertilisation,
	things occur	animals	each other.		dangers to		but normally	seed and fruit

and talk about	including		living	offspring vary	formation and
changes.	fish,	Identify and	things.	and are not	dispersal,
,	amphibians,	name a	v	identical to	including
	reptiles,	variety of	Construct	their parents.	quantitative
	birds and	plants and	and interpret	(Y6 -	investigation of
	mammals. (YI	animals in	a variety of	Evolution and	some dispersal
	- Animals	their	food chains,	inheritance)	mechanisms.
	including	habitats,	identifying		
	humans)	including	producers,	Identify how	Differences
		microhabitats.	predators	animals and	between species.
	Identify and		and prey.	plants are	,
	name a	Describe how	(Y4 -	adapted to suit	
	variety of	animals	Animals,	their	
	common	obtain their	including	environment in	
	animals that	food from	humans)	different ways	
	are	plants and		and that	
	carnivores,	other		adaptation may	
	herbivores	animals,		lead to	
	and	using the		evolution. (Y6 -	
	omnivores.	idea of a		Evolution and	
	(YI - Animals	simple food		inheritance)	
	including	chain, and			
	humans)	identify and			
		name			
	Describe and	different			
	compare the	sources of			
	structure of	food.			
	a variety of				
	common	Notice that			
	animals	animals,			
	(fish,	including			
	amphibians,	humans,			
	reptiles,	have			
	birds and	offspring			
	mammals,	which grow			
	including	into adults.			
	pets). (YI -	(Y2 -			
	Animals,	Animals			
	including	including			
	humans)	humans)			

		T	T	1	T	1	T	
		Observe						
		changes						
		across the						
		four						
		seasons. (YI						
		- Seasonal						
		change)						
Science	Early Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Goal							
Animals,	Children know	Identify and	Notice that	Identify	Describe the	Describe the	Identify and	Reproduction in
including	about	name a	animals,	that	simple	changes as	name the main	humans (as an
humans	similarities	variety of	including	animals,	functions of	humans	parts of the	example of a
	and	common	humans,	including	the basic	develop to	human	mammal),
	differences in	animals	have	humans,	parts of the	old age.	circulatory	including the
	relation to	including	offspring	need the	digestive	-	system, and	structure and
	places,	fish,	which grow	right types	system in	Describe the	describe the	function of the
	objects,	amphibians,	into adults.	and amount	humans.	differences	functions of	male and female
	materials and	reptiles,		σf		in the life	the heart,	reproductive
	living things.	birds and	Find out	nutrition,	Identify the	cycles of a	blood vessels	systems,
		mammals.	about and	and that	different	mammal, an	and blood.	menstrual cycle
	They talk		describe the	they cannot	types of	amphibian,		(without details
	about the	Identify and	basic needs	make their	teeth in	an insect and	Recognise the	of hormones),
	features of	name a	of animals,	own food;	humans and	a bird. (Y5 -	impact of diet,	gametes,
	their own	variety of	including	they get	their simple	Living things	exercise, drugs	fertilisation,
	immediate	common	humans, for	nutrition	functions.	and their	and lifestyle on	gestation and
	environment	animals that	survival	from what		habitats)	the way their	birth, to include
	and how	are	(water, food	they eat.	Construct		bodies	the effect of
	environments	carnivores,	and air).		and interpret	Describe the	function.	maternal
	might vary	herbivores		Identify	a variety of	life process		lifestyle on the
	from one	and	Describe the	that	food chains,	of	Describe the	foetus through
	another.	omnivores.	importance	humans	identifying	reproduction	ways in which	the placenta.
			for humans	and some	producers,	in some	nutrients and	, ,
	They make	Describe and	of exercise,	other	predators	plants and	water are	The
	observations	compare the	eating the	animals	and prey.	animals. (Y5	transported	consequences of
	of animals	structure of	right amounts	have		- Living	within animals,	imbalances in
	and plants	a variety of	of different	skeletons		things and	including	the diet,
	and explain	common	types of	and		their	humans.	including
	why some	animals	food, and	muscles for		habitats)		obesity,
	things occur	(fish,	hygiene.	support,				starvation and

	and talk about changes.	amphibians, reptiles, birds and mammals, including pets).	Describe how animals obtain their food from plants and other animals,	protection and movement.			Describe how living things are classified into broad groups according to common observable	deficiency diseases. The effects of recreational drugs (including substance misuse) on
		name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	using the idea of a simple food chain, and identify and name different sources of food. (Y2 - Living things and their habitats)				characteristics and based on similarities and differences, including micro- organisms, plants and animals. (Y6 - Living things and their habitats)	behaviour, health and life processes. The structure and functions of the gas exchange system in humans, including adaptations to function.
							Give reasons for classifying plants and animals based on specific characteristics. (Y6 - Living things and their habitats)	The mechanism of breathing to move air in and out of the lungs. The impact of exercise, asthma and smoking on the human gas exchange system.
Science	Early Learning Goal	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Evolution and Inheritance	Children know about similarities and differences in relation to places,		Identify that most living things live in habitats to which they are suited and describe	Describe in simple terms how fossils are formed when things that	Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats)	Describe the life process of reproduction in some plants and animals. (Living things and their habitats - Y5)	Recognise that living things have changed over time and that fossils provide information	Heredity as the process by which genetic information is transmitted from one generation to the next.

about living objects, how different have lived A simple model materials and habitats are trapped things that provide for living things. within rock. inhabited the the basic $(y_3 -$ Earth millions chromosomes. needs of of years ago. genes and DNA Racks.) They talk about the different in heredity. Explore the Recognise that including the features of kinds of part played by their own living things animals and part that Watson, Crick, immediate plants, and flowers produce e.n.v i.r a n.m.e.n.t. how they play in the offspring of Wilkins and and how life cycle depend on the same kind. Franklin in the development of each other. environments σf but normally (Y2 - Living flowering might vary offspring vary the DNA model. things and plants. and are not from one identical to another. their including The variation habitats) pollination. their parents. between species They make seed and between Identify how individuals of observations Notice that formation of animals animals. and seed animals and the same species including and plants dispersal. plants are means some humans. (y3 and explain adapted to suit organisms compete more Plants.) why some have their things occur environment in successfully, offspring and talk about which grow different ways which can drive into adults. and that n.a.t.u.r a.l. changes. (Y2 adaptation may selection. lead to Animals. includina ev a lutia n. Changes in the humans) 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.

Science	Early Learning Goal	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Seasonal	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.		Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. (Y3 - Light)		Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky. (Y5 - Earth and space)		The seasons and the Earth's tilt, day length at different times of year, in different hemispheres.

about an object material it is made and differences in relation to places, objects, materials and living things.	year 2 guish between Identify and	Year 3	Year 4	Year 5	Year 6	I V 7
about an object material it is made and differences in relation to places, objects, materials and living things.	guish between Identify and				7ea 0	Year 7
They talk of a varie about the everyday features of their own together immediate environment on the bare of their own the bare on the bare of their own the bare on the bare of their own the bare of their own the bare of their own the bare of the	compare the suitability of a variety of a variety of a variety of everyday materials, including, plastic, glass, including wood, metal, plastic, glass, brick, rock, paper and group her a variety of day materials e basis of their e physical	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) Describe in simple terms how fossils are formed when things that have lived	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	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		Chemical reactions as the rearrangement of atoms. Representing chemical reactions using formulae and using equations. Combustion, thermal decomposition, oxidation and displacement reactions. Defining acids and alkalis in terms of neutralisation reactions.

They make	squashing,	within rock.	in degrees	form a	 The pH scale
observations	bending,	()3 -	Celsius (°C).	solution, and	for measuring
of animals	twisting and	Rocks)		describe how	acidity/alkalinity;
and plants	stretching.		Identify the	to recover a	and indicators.
and explain		Compare	part played	substance	
why some		and group	by	from a	
things occur		together a	evaporation	solution.	
and talk about		variety of	and		
changes.		everyday	condensation	Use	
		materials	in the water	knowledge of	
		on the	cycle and	solids,	
		basis of	associate the	liquids and	
		whether	rate of	gases to	
		they are	evaporation	decide how	
		attracted to	with	mixtures	
		a magnet,	temperature.	might be	
		and		separated,	
		identify	Recognise	including	
		some	some	through	
		magnetic	common	filtering,	
		materials.	conductors	sieving and	
		(Y3 -	and	evaporating.	
		Forces and	insulators,		
		magnets)	and	Give reasons,	
			associate	based on	
			metals with	evidence	
			being good	from	
			conductors.	comparative	
			(Y4 -	and fair	
			Electricity)	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		
Science	Early Learning Goal	Year I	Year 2	Year 3	Year 4	of soda. Year 5	Year 6	Year 7
Rocks.	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of	Distinguish between an object and the material from which it is made. (YI - Everyday materials) Identify and name a variety of everyday	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.			Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. (Y6 - Evolution	The composition of the Earth. The structure of the Earth. The rock cycle and the formation of igneous, sedimentary and metamorphic rocks.

	their own	materials,	uses. (Y2 -	Describe in			and	
	immediate	including	Uses of	simple			inheritance)	
	environment	wood,	o contract of the contract of	terms how			minter mance)	
		The state of the s	everyday					
	and how	plastic,	materials)	fossils are				
	environments	glass, metal,		formed				
	might vary	water, and		when				
	from one	rock. (YI -		things that				
	another.	Everyday		have lived				
		materials)		are trapped				
	They make			within rock.				
	observations	Describe the						
	of animals	simple		Recognise				
	and plants	physical		that soils				
	and explain	properties of		are made				
	why some	a variety of		from rocks				
	things occur	everyday		and				
	and talk about			organic				
		- Everyday		matter.				
	changes.	materials)		matter.				
		materials)						
		Compare and						
		group						
		together a						
		variety of						
		everyday						
		materials on						
		the basis of						
		their simple						
		physical						
		properties.						
		() -						
		Everyday						
		materials)						
		Tracer cata)						
Science	Early Learning	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Goal							
Light	Children know	Identify,		Recognise		Compare and	Recognise that	The similarities
σ σ σ	about	name, draw		that they		group	light appears to	and differences
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similarities
and
differences in
relation to
places,
objects,
materials and
living things.

They talk
about the
features of
their own
immediate

their own immediate environment and how environments might vary from one another.

They make observations of animals and plants and explain why some things occur and talk about changes.

and label the basic parts of the human body and say which part of the body is associated with each sense. (YI - Animals, including humans)

Describe the simple physical properties of a variety of everyday materials. (YI - Materials.)

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

together everyday materials on the basis of their properties, including their hardness. solubility, transparency, conductivity (electrical and thermal). and response to magnets. (y5 -Properties and changes of materials)

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.

between light waves and waves in matter.

Light waves travelling through a vacuum; speed of light.

The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface.

Use of ray model to explain imaging in mirrors, the pinhole camera, the refraction of light and action of convex lens in focusing (qualitative); the human eye.

Light
transferring
energy from
source to
absorber leading
to chemical and
electrical
effects; photosensitive

				shadows				material in the
				change.				retina and in
				a constant				cameras.
								Colours and the
								different
								frequencies of
								light, white light
								and prisms
								(qualitative
								only);
								differential
								colour effects in
								absorption and
								diffuse
								reflection.
								1 6 10000010.
Science	Early Learning	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
- Greene	Goal	/34 /	/ 2001 2	7841 3	/844	7544 5	7544 0	/ /
Forces	Children know		Find out how	Compare		Explain that		Magnetic fields
101003	about		the shapes	how things		unsupported		by plotting with
	similarities		of solid	move on		objects fall		compass,
	and		objects made	different		towards the		representation by
			from some	surfaces.		Earth because		field lines.
	differences in relation to		materials can	July aces.		of the force		Julia lines.
	places,		be changed	Notice that		of gravity		Earth's
	objects,		by	some		acting		magnetism,
	materials and		squashing,	forces need		between the		compass and
	living things.		bending,	contact		Earth and the		navigation.
	living hillings.		twisting and	between		Laith and the		ravigation.
			in istily alla	DELM EELL				

They talk	stretching.	tw o	falling	Forces as pushes
about the	(Y2 - Uses	objects, but	object.	or pulls, arising
features of	of everyday	magnetic		from the
their own	materials)	forces can	Identify the	interaction
immediate	Tracel tasts)	act at a	effects of	between two
environment		distance.	air	objects.
and how		distance.	resistance,	oujects.
environments		Observe	water	Using force
might vary		how	resistance	arrows in
from one		magnets	and friction,	diagrams,
another.		attract or	that act	adding forces in
another.		repel each	between	one dimension,
They make		other and		balanced and
observations		attract	moving	unbalanced
of animals		some	surfaces.	
		materials	Recognise	forces.
and plants and explain		and not	that some	Moment as the
why some		others.	mechanisms,	
· · · · · · · · · · · · · · · · · · ·		otiters.	including	turning effect
things occur and talk about		Campana	· ·	of a force.
		Compare	levers,	Forces:
changes.		and group	pulleys and	associated with
		together a	gears, allow	
		variety of	a smaller	deforming
		everyday	force to have	objects;
		materials on the	a greater	stretching and
			effect.	squashing -
		basis of		springs; with
		w hether		rubbing and
		they are		friction between
		attracted to		surfaces, with
		a magnet		pushing
		and		things out of
		identify		the way;
		some		resistance to
		magnetic		motion of air
		materials.		and water.
		Describe		Forces measured
		magnets as		in Newtons,
		having two		measurements of
		poles.		stretch or
				compression as

Science		Year	Year 2	Predict whether two magnets will attract or repel each other, depending on which poles are facing. Year 3	Year 4	Year 5	Year 6	force is changed.
Science	Early Learning Goal	7607 1	rear 2	7ear 3	/ear 4	/ear 3	/ea/ 0	/ear /
Sound	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (YI - Animals, including humans)			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.		APMS mini topic: What is sound The Ear	Waves on water as undulations which travel through water with transverse motion; these waves can be reflected and add/or cancel - superposition. Frequencies of sound waves, measured in Hertz (Hz); echoes, reflection and absorption of sound. Sound needs a medium to travel, the speed of sound in air, in water, in solids.
	and explain why some				Find patterns between the			Sound produced by vibrations of

	things occur				volume of a			objects, in
	and talk about				sound and			loudspeakers,
	changes.				the strength			detected by their
	J				of the			effects on
					vibrations			microphone
					that			diaphragm and
					produced it.			the ear drum;
					produced to.			sound
					Recognise			waves are
					that sounds			longitudinal.
					get fainter			55 / 19 55 55 55 55
					as the			Auditory range
					distance			of humans and
					from the			animals.
					sound			an our our out
					source			Pressure waves
					increases.			transferring
								energy; use for
								cleaning and
								physiotherapy by
								ultra-sound.
								Waves
								transferring
								information for
								conversion to
								electrical signals
								by microphone.
Science	Early Learning	Year I	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Goal							
Electricity	Children know				Identify		Associate the	Electric current,
	about				common		brightness of a	measured in
	similarities				appliances		lamp or the	amperes, in
	and				that run on		volume of a	circuits, series
	differences in				electricity.		buzzer with the	and parallel
	relation to						number and	circuits, currents
	places,				Construct a		voltage of cells	add where
	objects,				simple series		used in the	branches meet
	materials and				electrical		circuit.	and current as
	living things.				circuit,			flow of charge.
					identifying		Compare and	
1					and naming		give reasons	

They talk		i	ts basic	for variations	Potential
about the			parts,	in how	difference,
features of			ncluding	components	measured in
their own			cells, wires,	function,	volts, battery
immediate			pulbs,	including the	and bulb
environment			switches and	brightness of	ratings;
and how			auzzers.	bulbs, the	resistance,
environments	5.			loudness of	measured in
might vary		I	Identify	buzzers and	ohms, as the
from one			whether or	the	ratio of
another.		n	rot a lamp	on/off position	potential
		V	will light in	of switches.	difference (p.d.)
They make			a simple	·	to current.
observations			series	Use recognised	
of animals			circuit,	symbols when	Differences in
and plants		l b	pased on	representing a	resistance
and explain		V	whether or	simple circuit in	betw een
why some		l n	rot the lamp	a diagram.	conducting and
things occur		i	s part of a		insulating
and talk abo	out	c	complete		components
changes.		L	.oop with a		(quantitative).
		b	attery.		
					Static electricity.
			Recognise		
			that a		
			switch opens		
			and closes a		
			circuit and		
			associate		
			this with		
			whether or		
			rot a lamp		
			ights in a		
			simple series		
		C	circuit.		
			Recognise		
			some		
			common		
			conductors		
			and		
		i	nsulators,		

		I	T	1	1 ,		1	1
					and			
					associate			
					metals with			
					being good			
					conductors.			
Science	Early Learning	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
	Goal							
Earth and	Children know	Observe				Describe the		Gravity force,
Space	about	changes				movement of		weight = mass x
	similarities	across the				the Earth,		gravitational
	and	four				and other		field strength
	differences in	seasons. (YI				planets,		(g), on Earth
	relation to	- Seasonal				relative to		g=10 N/kg,
	places,	changes)				the Sun in		different on
	objects,					the solar		other planets
	materials and	Observe and				system.		and stars;
	living things.	describe						gravity forces
		weather				Describe the		between Earth
	They talk	associated				movement of		and Moon, and
	about the	with the				the Moon		between Earth
	features of	seasons and				relative to		and Sun
	their own	how day				the Earth.		(qualitative
	immediate	length						only).
	environment	varies. (YI -				Describe the		
	and how	Seasonal				Sun, Earth		Our Sun as a
	environments	changes)				and Moon as		star, other stars
	might vary	0				approximately		in our galaxy,
	from one					spherical		other galaxies.
	another.					bodies.		0
								The seasons and
	They make					Use the idea		the Earth's tilt,
	observations					of the		day length at
	of animals					Earth's		different times
	and plants					rotation to		of year, in
	and explain					explain day		different
	why some					and night		hemispheres.
	things occur					and the		
	and talk about					apparent		The light year
	changes.					movement of		as a unit of
	3.00.09.03.					the sun		astronomical
						across the		distance.
								acetarice.
			1			sky.		