St Vincent de Paul Catholic School Progression in Scientific Knowledge

	EYFS	Year 1	Year 2
Plants	ELG: Understanding the World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences in the natural world around them, drawing on their experiences and what has been read in class. Development Matters: Reception Describe what they can see, hear and feel when they are outside. Explore the natural world around them. Explore the plants in the surrounding natural environment. Reception will grow bean seeds to revisit nursery objective of life-cycles and how to care for living things in their environment. Model and encourage children to use vocabulary such as: plant, tree, bush, flower, vegetable, herb, weed, names of plants that they can see.	Can identify and name a variety of common wild and garden plants, including deciduous and evergreen. Can identify and describe the basic structure of a variety of common flowering plants, including trees. Non-Statutory guidance for Y1: Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. Year 1 will observe plants grown in their vegetable patch and grow pumpkins from seed as part of "pumpkins for poverty activity". Vocabulary: Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Name trees in local area Name garden and wild flowering plants in the local area.	Can observe and describe how seeds and bulbs grow into mature plants. Can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Vocabulary: Light, shade, sun, warm, cool, water, grow, healthy Name trees in local area Name garden and wild flowering plants in the local area.

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Plants	Year 3	Year 4
	Can identify and **describe the functions** of different flowering plants: roots, stem/trunk, leaves and flowers. Can 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. Can investigate the way in which water is transported within plants. Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Vocabulary: Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal – wind dispersal, animal dispersal, water dispersal	N/A - However as part of outdoor learning and as part of the topic, Living things and their habitats, children in Year 4 will continue to observe and identify species of trees and flowering plants in their environment.

	Year 5	Year 6	KS3
(In Yr 5 and 6 objectives relating to plants are included in Living things and their habitats)	Can describe the life process of reproduction in some plants. ie. explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways. Vocabulary: Pollination, sexual reproduction, asexual reproduction, plantlets, cuttings, runners, bulbs,	Can describe how living things are classified into broad groups according to common characteristics and based on similarities and differences, including micro-organisms, plants and animals. Can give reasons for classifying plants and animals based on specific characteristics. Vocabulary: Flowering, non-flowering	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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Seasonal Changes	EYFS	Year 1	Year 2
	ELG: Understanding of the world Understand some important processes and changes in the natural world around them, including the seasons. **Development Matters: Reception** Explore the natural world around them. Describe what they see, hear and feel while they are outside. Understand the effect of changing seasons on the natural world around them. Play and explore outside in all seasons and in different weather. Observe living things throughout the year. Vocabulary: Model and encourage children to use vocabulary such as: Spring, Summer, Autumn, Winter, seasons, sunny, cloudy, hot, warm, cold, shower, raining, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, windy, rainbow, animals, young, plants, flowers	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies Vocabulary: Weather (sunny, rainy, windy, snowy, etc) seasons (Winter, Summer, Spring, Autumn) sun, sunrise, sunset, day length etc.	In our school curriculum we still encourage Year 2 to make observational changes of the Seasons once a term to further develop their vocabulary and to revise key objectives.

	EYFS	Year 1	Year 2
Animals, including humans	**ELG: Understanding the World** Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences in the natural world around them, drawing on their experiences **ELG: Personal, Social and emotional development:** Manage their own basic hygiene and personal needs and understanding the importance of healthy food choices. **Development matters: Reception** Explore the natural world around them. Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, healthy eating, toothbrushing, sensible amounts of 'screen time', having a good sleep routine. Name and describe animals that live in different habitats. Describe different habitats. Describe people who are familiar to them. Talk about members of their immediate family and community. Learn about how to take care of themselves. Model vocabulary: names of animals, live, on land, in water, jungle, desert, North Pole, South Pole, sea, hot, cold, wet, dry, snow, ice hair (black, brown, dark, light, blonde, ginger, grey, white, long, short, straight, curly), eyes (blue, brown, green, grey), skin (black, brown, white), big/tall, small/short, bigger/smaller, baby, toddler, child, adult, old person, old, young, brother, sister, mother, father, aunt, uncle, grandmother, grandfather, cousin, friend, family, boy, girl, man, woman	Can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Can identify and name a variety of common animals that are carnivores, herbivores and omnivores. Can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets. Can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Vocabulary: Name some native British animals common to Cheshire – the children do not need to know the actual words: Fish, Amphibian, reptile, bird and mammal nor carnivore. Herbivore, omnivore. Senses, touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue. Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves	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. Vocabulary: Offspring, reproduction, growth, child, young/old stages (eg. chick-hen, baby/child/adult, caterpillar /butterfly) exercise, heartbeat, breathing, hygiene, germs, disease, food types (eg – meat, fish, vegetables, bread, rice, pasta)

Animals, including humans	Year 3	Year 4
	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. Vocabulary: Nutrition, nutrients, carbohydrates, sugars, proteins, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints.	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. Vocabulary: Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain.
Year 5	Year 6	KS3
Describe the changes as humans develop to old age. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. (Y5 - Living things and their habitats) Describe the life process of reproduction in some animals. (Y5 - Living things and their habitats) Vocabulary: Puberty: the vocabulary to describe sexual characteristics, taught as part of PSHE, RSE education program. Life cycle, reproduce, sexual, sperm, egg, live young, fertilises	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. Vocabulary: Heart, pulse, rate. Pumps, blood, blood vessels, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, and lifestyle.	Reproduction in humans (as an example of a mammal), 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. • The consequences of imbalances in the diet, including obesity, starvation and deficiency diseases. • The effects of recreational drugs (including substance misuse) on behaviour, health and life processes. • The structure and functions of the gas exchange system in humans, including adaptations to function. • 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

	EYFS	Year 1	Year 2
Living things and their habitats	ELG: Understanding the World Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences in the natural world around them, drawing on their experiences and what has been read in class. Development Matters: Explore the natural world around them. Describe what they see, hear and feel while they are outside. Recognise some environments that are different to the one in which they live. Draw information from a simple map. Explore the plants in the surrounding natural environment. Explore the animals in the surrounding natural environment. Explore plants and animals in a contrasting natural environment Model and encourage children to use vocabulary such as: plant, tree, bush, flower, vegetable, herb, weed, animal, names of plants and animals they see, name of a contrasting environment e.g. beach, forest	N/A – however see Animals including humans and Plant objectives above.	Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. 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. Vocabulary: Living, dead, never alive, suited, suitable, basic needs, food, shelter, move, feed, names of local habitats eg. pond, woodland etc. names of micro-habitats eg. under logs, in bushes etc.

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Living things and their habitats	Year 3	Year 4
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (See Y3 - Plants)	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. Vocabulary: Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate
Year 5	Year 6	KS3
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. Vocabulary: Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings	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. Vocabulary: Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders (arachnids), snails (molluscs) worms (annelids), flowering and non-flowering ,	Reproduction in humans (as an example of a mammal), 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. Reproduction in plants, including flower structure, wind and insect pollination, fertilisation, seed and fruit formation and dispersal, including quantitative investigation of some dispersal mechanisms. Differences between species.

	Year 5	Year 6	KS3
Evolution and Inheritance- Y6 topic only	N/A	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago (Evolution and Inheritance) Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Evolution and Inheritance) Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. (Evolution and Inheritance) Vocabulary: Offspring, sexual reproduction, vary, characteristics, suited, adapted, environment, inherited, species, fossil	Heredity as the process by which genetic information is transmitted from one generation to the next. • A simple model of chromosomes, genes and DNA in heredity, including the part played by Watson, Crick, Wilkins and Franklin in the development of the DNA model. • The variation between species and between individuals of the same species means some organisms compete more successfully, which can drive natural selection. • 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.

	EYFS	Year 1	Year 2
Materials	ELG (Understanding of the world) Understand some important processes and changes in the natural world around them, including changing states of matter. Development matters: Explore the natural world around them. Describe what they see, hear and feel while they are outside. Explore a range of materials, including natural materials. Make objects from different materials, including natural materials. Observe, measure and record how materials change when heated and cooled. Compare how materials change over time and in different conditions. Vocabulary: Model and encourage children to use vocabulary such as: ice, water, frozen, icicle, snow, melt, wet, cold, slippery, smooth, big, bigger, biggest, smaller, smaller, smallest, hard, soft, bendy, rigid, wood, plastic, paper, card, metal, strong, weak, hot, apply heat, waterproof, soggy, not waterproof, best, change, change back	Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Vocabulary: Object, material, wood, glass, plastic, metal, water, rock, brick, paper, fabric, elastic, foil, card, cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through	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. Vocabulary: Names of materials – increased range from Y1 Properties of materials - as for Y1 plus, opaque, transparent, translucent, reflective, non-reflective, flexible, rigid shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/ bending, stretch/stretching

<table>
<tr><td rowspan="4">Materials</td><td colspan="2">Year 3 - Rocks</td><td colspan="2">Year 4 – States of Matter</td></tr>
<tr><td colspan="2">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 are trapped within rock. (Y3 - Rocks)

Vocabulary:
Rock, stone, pebble, boulder, grain, crystal, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil.</td><td colspan="2">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.

Vocabulary:
Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, condensation, precipitation, temperature, water cycle.</td></tr>
<tr><td>Year 5 -Properties and changes in materials</td><td>Year 6</td><td>KS3</td></tr>
<tr><td>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.
Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
Demonstrate that dissolving, mixing and changes of state are reversible changes.
Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Vocabulary: Thermal/ electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve, reversible/non-reversible change, burning, rusting, new material</td><td>N/A

Y6 Except fossils link from Evolution and Inheritance “know that fossils provide information about living things that inhabited the Earth millions of years ago”</td><td>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.
• The pH scale for measuring acidity/alkalinity; and indicators.

The composition of the Earth.
• The structure of the Earth.
• The rock cycle and the formation of igneous, sedimentary and metamorphic rock</td></tr>
</table>

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Light	EYFS	Year 1	Year 2
	ELG: Knowledge and understanding of the world: Explore the natural world around them. Development Matters: Reception Describe what they see, hear and feel whilst outside. Explore shadows. Explore rainbows. Vocabulary: Model and encourage children to use vocabulary such as: Sun, sunny, light, shadow, shady, clouds, torch, see-through, non-see-through, source, light source	N/A (See Y3 for progression to the next objective)	N/A

Year 3	Year 4	Year 5	Year 6	KS3
Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change. Vocabulary: Light, light source, dark, absence of light, transparent, translucent, opaque shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.	N/A	N/A	Y6 Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Vocabulary: As for Y3 plus straight lines, light rays	The similarities and differences 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; photo-sensitive material in the retina and in cameras. • Colours and the different frequencies of light, white light and prisms (qualitative only); differential colour effects in absorption and diffuse reflection.

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	EYFS	Year 1	Year 2
Sound	ELG: Knowledge and understanding of the world: Explore the natural world around them. Development Matters: Reception Describe what they see, hear and feel whilst outside. Listen to sounds outside and identify the source. Make sounds. Model and encourage children to use vocabulary such as: sound, noise, listen, hear, music, voices, bird song, traffic, sirens, thunder, high, low, loud, quiet, soft, volume, crackle, thunder, hum, buzz, roar	N/A Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (See Y1 – Animals, including humans)	N/A

Year 3	Year 4	Year 5	Year 6	KS3
N/A	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. Vocabulary: Sound, source, vibrate, travel, pitch (high, low) volume, faint, loud, insulation	Ensure this is revised during general Science quiz questions and in music curriculum, referring to pitch, volume, etc.	Ensure this is revised during general Science quiz questions and in music curriculum referring to pitch. volume etc.	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. • Sound produced by vibrations of objects, in loudspeakers, detected by their effects on microphone diaphragm and the ear drum; sound waves are longitudinal. • Auditory range of humans and animals. • Pressure waves transferring energy; use for cleaning and physiotherapy by ultra-sound. • Waves transferring information for conversion to electrical signals by microphone.

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	EYFS	Year 1	Year 2
Forces	ELG: Knowledge and understanding of the world: Explore the natural world around them. Development Matters: Reception Describe what they see, hear and feel whilst outside. Explore how to change how things work. Explore how the wind can move objects. Explore how objects move in water. Model and encourage children to use vocabulary such as: float, sink, up, down, top, bottom, surface, move, roll, drop, fly, turn, spin, fall, fast, slow, faster, slower, fastest, slowest, further, furthest, wind, air, water, blow	N/A (See Y3 – Forces and Magnets for progression to next objective)	N/A

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Forces	Year 3	Year 4
	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. Vocabulary: Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole	N/A
Year 5	Year 6	KS3
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. Vocabulary: Force, gravity, Earth, resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears	N/A	Magnetic fields by plotting with compass, representation by field lines. • Earth's magnetism, compass and navigation. • Forces as pushes or pulls, arising from the interaction between two objects. • Using force arrows in diagrams, adding forces in one dimension, balanced and unbalanced forces. • Moment as the turning effect of a force. • 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. • Forces measured in Newtons, measurements of stretch or compression as force is changed.

Electricity	Year 3	Year 4
	N/A	Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Vocabulary: Electricity, electrical appliance/device, mains. Plug, electrical current, complete circuit, component, cell, battery, positive, negative, connect/connection, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol.
Year 5	Year 6	KS3
N/A	Y6 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. Vocabulary: circuit, complete circuit, circuit diagram, circuit symbol, cell, batter, bulb, buzzer, motor, switch, voltage	Electric current, measured in amperes, in circuits, series and parallel circuits, currents add where branches meet and current as flow of charge. • Potential difference, measured in volts, battery and bulb ratings; resistance, measured in ohms, as the ratio of potential difference (p.d.) to current. • Differences in resistance between conducting and insulating components (quantitative). • Static electricity.

	EYFS	Year 1	Year 2
Earth and Space	**ELG: Knowledge and understanding of the world:** Explore the natural world around them. **Development Matters: Reception** Describe what they see, hear and feel whilst outside. Learn about the Solar System and stars. Learn about space travel. Model and encourage children to use vocabulary such as: Sun, Moon, Earth, star, planet, sky, day, night, space, round, light, heavy, fall, bounce, float, rise, fall, air	N/A (See Y5 for progression to next objective)	N/A

Year 3	Year 4	Year 5	Year 6	KS3
N/A	N/A	Y5 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. Vocabulary: Earth, sun, moon, planets (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit,	N/A	Gravity force, weight = mass x gravitational field strength (g), on Earth g=10 N/kg, different on other planets and stars; gravity forces between Earth and Moon, and between Earth and Sun (qualitative only). • Our Sun as a star, other stars in our galaxy, other galaxies. • The seasons and the Earth's tilt, day length at different times of year, in different hemispheres. • The light year as a unit of astronomical distance.