Burlington Infant & Nursery School

Science curriculum map

At Burlington Infant and Nursery School, we ensure science learning is fun, challenging and intriguing, stimulating children's curiosity and creating meaningful experiences. Building on children's existing knowledge and experience helps science to feel relevant and accessible on their level. This gives them the appetite and confidence to explore and discover the world around them through a scientific lens. Science is integrated into the curriculum at every opportunity so children appreciate the interrelationship between science and other disciplines. Hands on exploration both inside and outside the classroom cements their understanding of important scientific concepts. Children are taught how to apply a scientific method to their investigations – including investigate, hypothesis, test, record, and conclude – which sets up a good foundation and vocabulary to build their science learning further. We want to awaken in our children a passion for science and its limitless possibilities. By giving them the confidence to ask questions, take risks and reflect on what they discover we hope we are planting a seed that will last a lifetime.

Our School's Science provision is recognised by the achievement of the nationally recognised 'Primary Science Quality Mark', Gilt Award.

	Autumn	Spring	Summer	Key Vocabulary

Nursery	**Develop** a sense of belonging to their family and their key carer. Begin to **discuss** key people in their own lives through looking at photographs of themselves and other familiar people and objects **Enjoy** stories about key people in their lives e.g. My Mummy is Marvellous, My Dads is Fantastic' and is interested in photographs of themselves with these. Begins to have their own friends and begins **learn** each others names e.g. through songs and rhymes, and use them when addressing children **Show curiosity** about animals e.g. watches a spider, looks for ladybirds	**Show** an interest and **discuss** their own immediate family and relations and pets.	Begin to **develop** positive relationships with community members who visit the nursery e.g. fire fighters **Is curious about** people and shows interest in stories about people, animals or objects that they are familiar with or which fascinate them **Observe** animals (visitor) and **discuss** what they do. **Discuss** the changes as they observe butterfly life cycle and chicken life cycle, using correct vocabulary modelled to them e.g. chrysalis. **Make links** to what they already know.	family Mum Dad Sister Brother Granny Grandad friend pet head eyes nose mouth ears hands fingers feet toes arm leg human animal
	Begin to **observe** and **discuss** indoor plants. **Plants bulbs** and helps to water them.	Begins to **observe** and **discuss** indoor plants and **compare** them to other indoor plant and outdoor plants. **Enjoy** stories about nature (birds, bees, snails, cats, dogs, etc).	**Plant** seeds and seedlings and water them. **Discuss** the changes they observe.	Spring Summer Autumn Winter day night dark Light wet dry windy sunny hot cold
	Enjoy pretend play, **imitate** everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	**Enjoy** and take part in pretend play, **imitate** everyday actions and events from own family and cultural background, e.g. making and drinking tea, going to the barbers, being a cat, dog or bird.	**Enjoy** pretend play, **imitate** everyday actions and events from own family and cultural background, e.g. uses herbs from herb garden in mud kitchen	plant bulb seed seedling tree leaf flower stem water
	Investigate paper, cardboard, playdough and use the correct vocabulary modelled to them e.g. soft/hard, bendy/stiff	**Investigate** materials for building e.g building bricks, and use the correct vocabulary modelled to them e.g. heavy, light, tall, short	**Select** the material to use and explain why they have selected it using correct vocabulary	butterfly egg

		Investigate ice and how the change can be reversed. **Investigate** the wind and how it makes things move.	**Investigate** how to make things move e.g. push and pull	caterpillar chrysalis chick egg material wood glass paper hard soft bendy stiff heavy light tall short push pull Science find out change Why I wonder…

Working Scientifically	**With support, choose** the resources they need for their chosen activities and say when they do or don't need help **Make** observations of animals and plants **Explore** a variety of materials **Represent** their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories	**Choose** the resources they need for their chosen activities and say when they do or don't need help **Make** observations of animals and plants **Explore** a variety of materials **Represent** their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories **Explain** why some things occur and talk about changes	**Choose** the resources they need for their chosen activities and say when they do or don't need help **Make** observations of animals and plants **Explore** a variety of materials **Represent** their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories **Explain** why some things occur and talk about changes	

Reception				
Plants	Through role play, **discuss** what flowers need to grow. **Name** pot, soil and seed. **Observe and draw** pictures of plants e.g. paint the leaves in autumn colours and show they are falling to the ground. Paint conkers in their pictures and show that they have fallen off the trees.	**Observe** and **draw** pictures of plants e.g. paint blossom on trees	**Plant** cress seeds and water them. **Observe** the changes as they grow. **Explain** that you need soil, water and sun to help it to grow. **Show an interest** in caring for plants by watering them. Begin to understand if they are alive or dead by **observing** their colour and how they are growing. **Observe**, **draw** and **label** the part of trees and flowering plants.	Plant tree trunk leaf/leaves blossom flower daffodil petal stem branch roots fruit soil bulb seed cress water sun alive dead
Animals, including humans	**Look closely** at their face, using a mirror in order to draw a self portrait. **Name** the different facial features. Begin to **name** the 5 senses. Use their sense of smell, to **investigate** what is inside the pots. Use their sense of touch to **describe** different materials. Use their sense of taste to **describe** different foods. **Recognise** and **describe** special times or events for family or friends e.g. It's my brother's birthday, he's 3', **Show** an interest in different occupations and ways of life e.g. people who help us policeman, lollypop man. Role play different occupations e.g. chef, hotel receptionist, shop keeper, pretending to be the King and Queen,	**Know** some of the things that make them unique, and **discuss** some of the similarities and differences in relation to friends or family **Show** an interest in different occupations and ways of life indoors and outdoors - trip to Beverley Park	**Discuss** past and present events in their own life and in the lives of family members by sharing a family photo e.g a holiday they went on, moving house **Describe** similarities and differences between themselves and others, and among families, communities, cultures and traditions **Show** an interest in different occupations and ways of life e.g. hospital	human animal fish bird lives trunk stripes frog frogspawn tadpole froglet caterpillar egg chrysalis face eyes nose ears mouth knee arm elbow back heart toes ears

	Begin to **show an understanding** of the importance of keeping healthy e.g. the exercise family members take part in. **Take part** in songs and stories about animal e.g. five little ducks, The Three Little Pigs, The Snail and the Whale **Show an interest** in small world and real animals. Discuss with an adult what they already know about that animal e.g. number of legs, and where it lives e.g. crabs at the seaside	**Describe** animal features e.g. I have stripes and four legs to make a 'Who am I?' book. **Develop** an understanding of changes over time by learning about the life cycle of a frog.	**Show an understanding** of the importance of keeping healthy e.g. healthy food → vegetables. **Observe** and **draw** pictures of animals. e.g. animals from Around the World class county. Describe the animals by naming its parts e.g. elephant has a long trunk, **Develop** an understanding of changes over time by learning about the human life cycle and recapping the life cycle of a butterfly.	hands fingers smell taste sight hearing touch healthy fruit vegetables exercise
Materials	Join in with stories about animals and materials e.g Three Billy Goats Gruff, The Snail and the Whale, The Three Little Pigs and then use it during role play e.g. building a house made of bricks. **Use** different objects made from different materials to complete design challenges e.g. foam bricks, and **predict** what might happen e.g. I think it will fall over soon because it is getting too tall and wobbly.	**Select** objects to complete a design challenge e.g. design a door for a fairy. **Begin to discuss** what different objects are made from e.g. toy cow made from plastic, frog is made from rubber	**Select** materials based on their properties to complete a design challenge e.g can you make something strong enough to hold 10 1ps **Explore** with magnets and begin show an understanding that objects made from different materials will and wont stick to	material metal wood rock Paper card cardboard plastic hard glass soft hard paper fabric smooth shiny rough

	Understand how to make small world toys, such as cars and trains, move by pushing them. **Collect** natural objects and **discuss** what they know. **Investigate** floating and sinking. Begin to **describe** the feeling of different materials e.g prickly, soft, hard, cold (ice cubes), Begin to **discuss** changes they observe e.g. the ice melts because it likes cold weather not hot weather. You put water in the freezer and it becomes ice'. **Investigate** that the shape of materials e.g. playdough and salt dough, can be changed through squashing, twisting and stretching.		the magnets e.g. metal will stick to the magnet but plastic will not.	
Seasonal Changes	**Know** that the season is changing from summer to autumn, then autumn to winter. **Explore** the school site for signs of autumn and winter. **Describe** the changes in the weather by **explaining** what clothes they now need to wear. **Name** the activities they can take part in now there has been a change in the weather e.g. fly kites, build a snowman. **Describe** that the leaves (and conkers, acorns) are falling off the trees. **Begin to be curious** about the weather and begin to make predictions e.g. rainbows might appear, it might start to rain because the clouds have gone dark	**Know** that the season is changing from winter to spring. **Describe** the changes in the weather by explaining what clothes they now need to wear. **Describe** the changes that have happened to plants e.g. blossom on the tress. **Describe** the changes that are happening to animals e.g. coming out of hibernation, having babies. **Continue to discuss** the weather and make predictions e.g. rainbows might appear, it might start to rain because the clouds have gone dark	**Know** that the season is changing from spring to summer. **Describe** the changes in the weather by explaining what clothes they now need to wear. Name flowering plants that they see e.g. sunflowers. **Name** the activities they can take part in now e.g. playing in their paddling pool. **Discuss** the weather and make predictions.	Autumn Spring Summer Winter Cchange season conkers acorns leaves hibernation, sunflower, daffodil, snowdrop blossom, weather cold hot sunny windy snow lightning thunder cloudy wet, dry, rain,

				hail ice rainbow warmer colder
Working Scientifically	Begin to **use** simple science resources such magnifying glass and different coloured glasses to explore objects. Begin to understand that it will increase the size of the object or change its colour. Explore magnets and begin to show an understanding of what materials will and wont 'stick'. Use pipettes and beakers when exploring water. **Make** observations of animals and plants **Explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Represent** their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories *Begin to make draw conclusions e.g the sky has gone dark, it is about to rain.* *Begin to make predictions e.g. it might not grow if it doesn't get watered*	**Make** observations of animals and plants **Explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Represent** their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories **Answer** 'I wonder…? questions with increasing confidence to draw conclusions, make predictions and speculate.	**Know** about similarities and differences in relation to places, objects, materials and living things **Make** observations of animals and plants **Explore** a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Represent** their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories **Answer** 'I wonder…? questions with increasing confidence to draw conclusions, make predictions and speculate.	science experiment find out why change I think that….because.. I wonder… magnifying glass magnet pipette beaker
Year 1				
Plants	**Identify** and **describe** the plants in Henri Rousseau's painting Tiger in the Storm. **Explain** what happens to trees in the autumn e.g leaves change colour and fall off the trees, conkers and acorns fall from trees.	**Explain** what happens to trees in the spring e.g leaves and blossom appear on the trees, and **name** flowers that you may see e.g. snowdrops, daffodils.	**Enjoy** stories about plants e.g. The Tiny Seed by Eric Carle, and Bloom by Anne Booth. **Identify** and **describe** the basic structure of a variety of common flowering plants, including trees. (WS: Observing closely, using simple equipment) **Identify** and **name** a variety of common wild and garden plants, including deciduous and	plant, leaf, stem, flower, petal, bud, root, seed, water, light, temperature tree, deciduous, evergreen, blossom, fruit, branch, root, leaf, bark, trunk, mould, rot

			evergreen trees found in our school grounds and at Beverly Park. **Plant** a sunflower seed and water it. Observe the changes as it grows. (WS. Observing closely, using simple equipment)	
Animals, including humans	**Identify, name, draw** and **label** the basic parts of the human body. Begin to show an understanding of the part of the body which is associated with each sense. **Name** parts pof the body and **describe** what they do. (WS: Identifying and classifying, gathering and recording data) **Identify** and **name** a variety of common birds by taking part in daily bird watching on the school site. **Enjoy** a story about birds - Owl Babies. **Describe** the structure of birds by researching and writing a fact book about birds.(WS: Identifying and classifying) **Identify** and **name** a variety of fish. **Describe** the structure of a fish. **Create** fish for a given ocean habitat e.g. red snapper, Atlantic mackerel and Northern puffer in the Atlantic Ocean and **label** the parts of the fish.(WS: Identifying and classifying) **Identify** and **name** a variety of common mammals **Describe** the structure of mammals. (WS: Identifying and classifying) **Identify** and **name** a variety of common reptiles and amphibians. **Make** a moving part reptile and **label** the structure. **Describe** the structure of a reptile and amphibian by writing 'Guess Who?' clues. (WS: Identifying and classifying) **Sort** animals (mammal, reptile, bird and fish) into groups and **begin to explain** their reasons. **Identify** which animals is the odd one out (robin/elephant/snake) and **discuss** their reasons why.	**Recap** senses and **write** a senses poem about Henri Rousseau's painting Tiger in the Storm.	**Identify, name, draw** and **label** the basic parts of the human body and **explain** what they do e.g. blood pumps blood around the body. **Know** which part of the body is associated with each sense and begin to say if their is a loss of a sense e.g. sight, what can be done to help e.g. glasses, braille (WS: Identifying and classifying) **Identify**, **name** and **sort** a variety of common animals that are carnivores, herbivores and omnivores. (WS: Identifying and classifying) **Identify** and **name** a variety of common animals that are mammals with a focus on bears i.e. spectacled, polar, panda. **Label** the parts of a polar bears and **begin to understand** how the bear is suited to it's habitat e.g. claws to help it grip to the ice. After researching, **write** facts about a panda e.g. where it lives, what it looks like and why, what it eats. **Compare** how the bears are similar and different. Using their knowledge about bears,**write** a poem about bears called 'At the Bear Zoo'. During Around the World Week, **research** animals and their habitats from their chosen class country.	senses, nose –smell, ear –hear, tongue –taste, hands – touch, eyes – see, head, neck, arms, elbows, legs, knees, face, hair, teeth, heart wing, claw, feathers, beak, owl, robin fin, scale, tail fin, gills warm blooded, babies, milk, hair/fur cold blooded, scales, dry skin, lay eggs, ear holes, 4 or no legs pet hollow fur, swim, black skin, sharp teeth, camouflage, diet, herbivore, carnivore, omnivore, endangered

Uses of everyday materials	**Identify** and **name** a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (WS: Identifying and classifying) **Distinguish** between an object and the material from which it is made (WS: Identifying and classifying) **Investigate** which materials (tissue, foil, plastic bag, card and fabric) are waterproof. (WS: Performing simple tests) **Design** a car for Traction Man and **name** and **describe** the materials chosen.	**Compare** and **group** together a variety of everyday materials on the basis of their simple physical properties. (WS: identifying and classifying. Using their observations and ideas to **suggest** answers to questions **Investigate** which materials are magnetic (pencil, scissors, glue stick, jumper, rubber band, paper clip). (W.S: Performing simple tests) **Investigate** which materials will protect an egg when it is dropped. **State** which material was the best and **explain** why. (W.S: Performing simple tests) Pirate Day - **Explore** and **select** materials to make a pirate ship.	**Investigate** which material is most effective in absorbing juice spilt at a Teddy Beats picnic	plastic, wood, metal, rock, tin foil, card, tissue paper, cotton wool, bubble wrap, paper towel, tissue hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent waterproof, properties, metal, foil, plastic, card, fabric, predict magnetic, not magnetic
Seasonal Changes	**Observe** and **describe** weather associated with autumn and how day length varies.	**Observe** and **describe** weather associated with winter and how day length varies. **Observe** and **describe** weather associated with spring and how day length varies.	**Observe** and **describe** weather associated with summer and how day length varies. **Compare** summer to another season.	Autumn, hibernate, store food, migrate, leaves, change, conker, day length gets shorter, colder, day length, warmer, day length gets longer, warmer foggy, cloudy, rain, sunny, windy, hail, ice, showers, sleet, stormy, snow, lightning, showers, hail, drizzle, cold, hot, warm, dry, wet,

				C – Celsius, mm –millimetre, mph –miles per hour, foggy, cloudy, rain, sunny, windy, hail, ice, showers, sleet, stormy, snow, lightning, showers, hail, drizzle, cold, hot, warm, dry, wet,
Working Scientifically	**Identify** and **classify**, **gather** and **record** data (e.g. body parts) **Identify** and **classify** a variety of common animals including fish, amphibians, reptiles, birds and mammals **Record** their findings over time (e.g. bird watch) **Perform** simple tests. (waterproof materials)	**Ask** simple questions about the weather and **recognise** they can be answered in different ways **Gather** and **record** data about the weather to help in answering questions. **Observe** closely, using simple equipment **Identify** and **classify**. **Use** observations and ideas to suggest answers to questions (Beegu coat investigation) **Perform** simple tests, using their observations and ideas to suggest answers to questions (rain on different materials) **Identify** and **classify**. Use observations and ideas to suggest answers to questions. (materials) **Perform** simple tests. **Use** their observations and ideas to suggest answers to questions. **Gather** and **record** data to help in answering questions. (Egg experiment)	**Identify** and **classify** a variety of common animals that are carnivores, herbivores and omnivores. **Observe** closely, **using** simple equipment. **Perform** simple tests (teddy bears picnic experiment). **Use** their observations and ideas to suggest answers to questions. **Gather** and **record** data to help in answering questions. (fruit decay) **Observe** plants closely over time, using simple equipment.	question, answer, test, compare, observe, group, prediction, record, predict, results,
Key Scientist	Bethan Stagg - studies plants and animals in their natural habitats Milly Hennayake - engineer who keeps people safe from flooding	Parents who have a science related job/hobby (Science Day) Dr Sheila Kanani MBE - British Astronomer Clare Nasir - weather forecaster	Sir David Attenborough - used his passion and knowledge as a naturalist to become a television broadcaster, writer and conservationist	
Year 2				
Plants	**Identify** that most plants live in habitats to which they are suited, e.g. cactus plants grow in the desert and have a thick stem so they can store water. Most cactus plants have sharp pines to stop animals from eating them.	**Describe** parts of plants that are dead and living e.g. dry leaves on the ground are dead, but they were once part of a living tree. (WS: Identifying and classifying)	**Observe** and **describe** how bean seeds grow into mature plants.	habitat, ocean, polar, savannah, woodland

	Describe how different habitats provide for the basic needs of different kinds of plants e.g. ferns and other small plants like to live in damp, shady habitats and grow on the woodland floor. **Observe** and **describe** how bulbs grow into mature plants.	**Describe** how animals obtain their food from plants and other animals, using the idea of a simple food chain.	**Investigate** and **describe** how plants need water, light and a suitable temperature to grow and stay healthy	plant, cactus, sea kelp, oak tree, fern, pine tree, living, dead, never been alive, seed, bulb, germination, sprout, shoot, seed dispersal, nutrition
Animals, including humans	**Understand** the basic needs of birds and **make** bird bud for the birds to help them survive in the winter which can be hung in our school grounds.	**Discover** the effect that exercise has on the body **discuss** why exercise is important. **Name** the different food groups and what we use each food group for. **Know** the importance of brushing our teeth and washing our hands by taking part in experiments which focus on hygiene. (WS: observing closely using simple equipment, performing simple tests, identifying and classifying) **Investigate** and **describe** the basic needs of animals, including humans, for survival (water, food and air) by considering different scenarios e.g. preparing for a trip into space and taking a pet to the vets - carrier with holes in it (WS: Using their observations and ideas to suggest answers to questions)	(Link to Healthy Living Week) **Create** a poster or information leaflet about the importance for humans of exercise , eating the right amounts of different types of food, and hygiene. **Know** the human life cycle and **describe** what a human needs and can do at each stage. **Describe** the change as they **observe** the lifecycle of a butterfly. **Compare** the life cycles of different animals to the lifecycle of a butterfly. **Match** animals and their young, including the animal chosen by their class for WWF Week and for Around the World Week. **Name** the offspring and **explain** the differences between the adult and the baby.	germs, mould, incisors, canines, pre-molars, molars, decay, acid, sugar, vinegar carbohydrates, protein, vitamins and minerals, fats and oils, fibre, water food, air, water, life cycle, offspring, Caterpillar, moulting, chrysalis, metamorphosis, pupa,
Uses of everyday materials	**Identify** a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.	**Investigate** how the shapes of solid objects (plastic bottle, pipe cleaner, sock, drinking straw, playdough, bath towel, sponge and elastic band) made from some materials can	**Create** a sculpture using clay understanding that the material can be moulded by pushing, pulling, pinching, poking, rolling and twisting.	material, wood, metal, plastic, glass, brick, rock,

	Identify and **compare** the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use (Best for the Job lesson). (WS: Performing simple tests Using their observations and ideas to suggest answers to questions) **Identify** objects which are transparent and **debate** if it would be a good or a bad thing for all objects to transparent. **Investigate** the suitability of a variety of materials , including foil, j cloth, felt, card, bubble wrap and big bag, to make a parachute for Santa's elves. **Write** a conclusion about the results.	be changed by squashing, bending, twisting and stretching. (WS: Performing Simple tests)		paper, cardboard, clay hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent
Living Things and their habitats	**Identify** and **name** a variety of animals (using small world animals) and their habitats (using sand, ice, dead leaves and twigs etc to recreate the habitat). **Describe** how different habitats provide for the basic needs of different kinds of animals.(WS: asking simple questions, identifying and classifying **Identify** and **name** a variety of minibeasts at the Wetland Centre. **Describe** how different the wetlands provide for the basic needs of different kinds of animals. **Create** an minibeast hunt book for younger children which names minibeasts and where they can be found in the school grounds. **Design** and **create** a Bug Hotel for minibeasts so they can have a safe place to shelter, lay their eggs, raise their young and hide from predators. Using the book The Journey Home, **understand** that some animals habitats are being destroyed and **know** what we can do to help them. **Write** an animal poem which matches the animal to it's habitat e.g. Can you….HOOT like an owl in the woodland? **Draw** and **write** about a new animal, and explain why it is suited to its habitat.	**Explore** and **compare** the differences between things that are living, dead, and things that have never been alive. (WS: Identifying and classifying) **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.	Using the book, Hummingbird by Nicola Davies, **understand** that in spring, hummingbirds fly from Mexico and Central America to the United States and Canada. They build their nests and have their babies there. In autumn they fly to Mexico and Central America to spend their winter there because it is warm. During WWF Week, **write** a persuasive letter to the other children in the school to encourage them to vote for their class animal. Children will include information about the animal's habitat and how it provides basic needs for their animal. During Around the World Week, **research** animals and their habitats from their chosen class country.	habitat, ocean, polar, desert, woodland, camouflage, predators, predators, prey, camouflage, webbed feet, fat, gills, fin, teeth food chain, herbivore, carnivore, omnivore, energy, prey, predator, producer, consumer living, once alive, never been alive,

Working Scientifically	**Ask** simple questions, **identify** and **classify** (animals and their habitats) **Use** their observations and ideas to suggest answers to questions (how an animal or plant is suited to its habitat) **Perform** simple tests. **Use** their observations and ideas to suggest answers to questions (materials) **Identify** and **classify** (food chains) **Use** their observations and ideas to **suggest** answers to questions ('Elf and Safety)	**Observe** closely using simple equipment, **perform** simple tests (bread/germs experiment, teeth experiment, **Use** their observations and ideas to **suggest** answers to questions (basic needs of humans and animals for survival) **Identify** and **classify** (living, dead, and things that have never been alive) **Observe** closely, **perform** simple tests, using their observations and ideas to **suggest** answers to questions. (melting and freezing chocolate, Wonka's Chocolate River **Perform** simple tests (materials)	**Observe** plants closely, using simple equipment.	question, hypothesis, answer, test, fair, compare, data, observe, chart classify, prediction, record, predict, results, conclusion
Key Scientist	Bethan Stagg - studies plants and animals in their natural habitats Milly Hennayake - engineer who keeps people safe from flooding	Parents who have a science related job/hobby (Science Day) Dr Sheila Kanani MBE - British Astronomer Florence Nightingale - founder of modern nursing Ada Twist (Inspired by real-life makers Ada Lovelace and Marie Curie) Henry Ford, Bertha and Karl Benz - car engineers	Maria Sibylla Merian - studied animal's lifecycles	