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| **Science Progression Map** |
| **WORKING SCIENTIFICALLY** |
| **Skills** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| Understand the value of being curious and interested in finding out about people within their own community through non-fiction texts, stories, visitors, celebrations.Understand through books and observations that plants change and explain what a lifecycle is. Know and be able to explain a simple lifecycle, E.g., sunflower.Understand through books and observations how animals change. | Begin to ask simple questions and recognise that they can be answered in different ways. Begin to observe closely, using simple equipment. Perform simple tests. Identify and classify.Begin to use my observations and ideas to suggest answers to questions Begin to gather and record date to help me answer questions. | Ask simple questions and recognise that they can be answered in different ways. Observe closely, using simple equipment. Perform simple tests. Identify and classify.Use my observations and ideas to suggest answers to questions Gather and record date to help me answer questions. | Begin to ask relevant questions and use different types of scientific enquiries to answer them. Begin to set up simple practical enquiries, comparative and fair tests. Begin to make systematic and careful observations and, where appropriate, take accurate measurements using standard units, a range of equipment (thermometers and data loggers). Begin to gather, record, classify and present data in a variety of ways to help in answering questions. Begin to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Begin to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, a range of equipment (thermometers and data loggers). Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  | Begin to plan different types of scientific enquiries to answer questions, including recognising and controlling variables. Begin to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Begin to record data and results of increasing complexity using scientific diagrams and labels, classifications, keys, tables and graphs. Begin to use test results to make predictions to set up further comparative and fair tests. Begin to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. | Plan different types of scientific enquiries to answer questions, including recognising and controlling variables. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Record data and results of increasing complexity using scientific diagrams and labels, classifications, keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.  |
| **Vocabulary** |  | Equipment, InvestigationMethod, Observe, Prediction, Results, Describe, DataDiagram, GroupRecord, Sort tableDifferences, SimilaritiesCompare, Chart, Explain, Pattern, Question, Research | Conclusion, Change overtime, Graph, Process, Stage, Timeline, Order, Photograph, FieldworkTally | CONSOLIDATE KS1 | Control, Fair test, Variable, Interval | Cause, Justify, Impact, Anomaly, Correlation, Equation, Glossary | Hypothesis, Demonstration, Terminology, Argument, Debate, Circuit diagram Continuous dataDiscontinuous dataDiscrete data |

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| **PLANTS** |
| **skill** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. | Identify, compare, group, sort 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. | Identify and name a variety of plants and animals in a range of habitats and microhabitats.Observe and describe how seeds and bulbs change over time as they grow into mature plantsDescribe how plants need water, light and a suitable temperature to grow and stay healthy. | Name and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Describe 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 how water is transported within plants.Draw and label the life cycle of a flowering plant, including pollination, seed formation and seed dispersal. |  | Label and draw the parts of a flower involved in sexual reproduction in plants (stamen, filament, anther, pollen, carpel, stigma, style, ovary, ovule and sepal).  |  |
| **Vocabulary** |  | Bud, Deciduous, Evergreen, Leaf, Bulb, Garden plant, Needle-likeSeed, Tree, Wild plant, Blossom Flower, Fruit, Grow, Harvest, Ripen Hedgerow, Meadow, RoadsideWoodland, Bark, Blade, Branch, Petal, Root, Stalk, Stem, Trunk, Vein, Soil, Sunlight, Water | bark, branch, deciduous, evergreen, flower bud, flowering play, habitat, shrub, germination, nutrient, seed, air, carbon dioxide, food, sunlight, shade, warmth, temperature | Anther, Carpel, Filament, Ovary, Sepal, Stamen, Stigma, Style, Pollination, Pollen, Pollinator, Flower formation, Seedling, Seed formation, young plant, adult plant, Anchor, Photosynthesis, Root hair, Seed dispersal, Nutrients |  | Anther, Carpel, Filament, Ovary, Sepal, Stamen, Stigma, Style, Pollination, Pollen, Pollinator, Asexual, Sexual, Tuber, Clone, Fertilisation, Fertilise, Fertiliser, Shoot, Phloem, Vegetative, Farming practice, Irrigation, Pesticide, Tillage, Transpiration, Transportation, Xylem |  |

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| **ANIMALS INCLUDING HUMANS** |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Skills** | Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen.Know and explain where a range of animals live e.g. talk about animals which live in our community. Make comparisons and identify similarities and differences. Understand through books and observations how animals change.Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe habitats.Know the name of some parts of the body that can be seen. Know how to keep their bodies healthy, e.g., eating healthy food, exercising, screen-time, oral health. Know the names of body parts. Know humans have five sensesDescribing habitats and some microhabitats. Make close observations of animals in the natural world. Make comparisons and identify similarities and differences. Understand through books and observations how animals change. | Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Identify and name a variety of common animals and group them based on the food they eat stating that are carnivores, herbivores or omnivores.Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Notice that animals, including humans, have offspring which grow into adults.Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). Describe the basic needs of animals, including humans, for survival (water, food and air)Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene.  | Compare and contrast the diets of different animals. Explain the importance and characteristics of a healthy, balanced diet. Describe how humans need the skeleton and muscles for support, protection and movement. Identify and group animals that have no skeleton, an internal skeleton (endoskeleton) and external skeleton (exoskeleton).  | Describe the simple functions of the basic parts of the digestive system in humans.Identify the four different types of teeth in humans and other animals and describe their functions.Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time.  | Describe the changes as humans develop to old age.Explain why personal hygiene is important during puberty. Describe the process of human reproduction.  | Name and describe the purpose of the circulatory system, and describe the functions of the heart, blood vessels and blood.Explain the impact of positive and negative lifestyle choices on the body. Explain that the circulatory system in animals transports oxygen, water and nutrients around the body.  |
|  |  | Living thing, Female, Male, Human, Unique, Animal, Mammal, Unique, Amphibian, Bird, Fish, Invertebrate, Vertebrate, Reptile, Offspring, Healthy, Exercise, SleepBody part, Tail, Head, Abdomen, Ankle, Arm, Calf, Chest, Chin, Ear, Elbow, Eye, Finger, Foot, Forearm, Forehead, Hair, Hand, Knee, Leg, Mouth, Neck, Nose, Nostril, Pelvis, Shoulder, Skin, Taste, Thigh, Toe, Tongue, WristSense, Hearing, Sight, Smell, Taste, Touch | Alive, SafeAerobic exerciseBalancing exerciseStrengthening exercise Stretching exercise, sweat Bone, Skeleton, Heart, Lungs, MuscleEatwell guide, Balanced diet, CarbohydratesDairy and alternatives, FatFood group, Fruit and vegetables, Hydrate, NutrientNutrition, Oils and spreads, Proteins, Sugar, VitaminVegan, vegetarianBacteria, Germ, Hygiene, Illness | Malnutrition, Diet, protection, movementEndoskeleton, Exoskeleton, Ball and socket joint, Cranium, Femur, Fibula, Hinge joint, Humerous, Patella, Pivot joint, Radius, Rib, Ribcage, Spine, Sternum, Tendon, Tibia, Muscular system, Biceps, Triceps, Ligament, Pectorals, Quadriceps, Soft tissue, UlnaNocturnal, Predator, Prey, Vertebrae | Bacteria, Dental cavityDental hygiene, DentistFluoride, Oral hygiene, Plaque, Pulp, Root, Teeth brushing, Tooth decay, Enamel, Canine, Cusp, Incisor, Molar, PremolarPrimary teethPermanent teethAnus, Digestion, Acid, Enzyme, Excretion, Faeces, Large intestine, small intestine, Liver, Oesophagus, Rectum, SalivaStomach, Organism MicroorganismEcosystem, food web apex predator, primary consumer, secondary consumer, tertiary consumer  | Adolescent, Acne Gestation, Conception Growth spurt, Hormone, MenopausePeriod, Pubic hairUmbilical cord, Juvenile, Life span, Puberty, Sexual reproduction Sexually matureFallopian tubePenis, Reproductive organ, Semen, Sperm, Testicle, Urethra, UterusVagina | Circulatory systemDigestive systemEndocrine systemExcretory systemMuscular systemNervous systemReproductive systemRespiratory systemSkeletal systemBpm, Heart rate (Resting), MonitorPulse rate, Antibody, Aorta, Artery, Atrium, Blood, Blood vessel, CapillaryOxygenated/DeoxygenatedHaemoglobinImmune systemPlasma, PlateletPulmonary vein/arteryRed blood cell, Valve, VeinVena cave, VentricleWhite blood cellBlood pressure, Cholesterol, Drugs/Smoking, Processed food, Saturated fats, Unsaturated fats |

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| **LIVING THINGS AND THEIR HABITATS****EVOLUTION AND INHERITIANCE** |
| **Skills** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| Know about the life cycle of a human and can talk about how I have changed since I was a baby. Know that there are similarities and differences between others and myself. Know the name of some parts of the body that can be seen.Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather.Know the correct basic scientific vocabulary to describe parts of animals. Know what animals need to survive. Know and explain where a range of animals live e.g. talk about animals which live in a cold places (while looking at Arctic/Antarctic). Describe habitats.Know the correct basic scientific vocabulary to describe parts of plants. Know what plants need to survive and grow healthily. Know that plants need water, soil and sun to grow. Name some common plants. Know where some plants grow. Know that plants grow from a seed. Make close observations of plants in the natural world. |  | Compare and group things that are living, dead or have never been alive. Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, desert, oceans and mountains) and what all habitats provide for the things that live there. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Interpret and construct simple food chains to describe how living things depend on each other as a source of food.  |  | Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviours. 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.Describe how environments can change due to human and natural influences and the impact this can have on living things.  |  | Use and construct classification systems to identify animals and plants from a range of habitats. Classify living things, including microorganisms, animals and plants, into groups according to common observable characteristics and based on similarities and differences. Research unfamiliar animals and plants from a range of habitats, deciding upon and explain there they belong in the classification system. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.Explain that living things have changed over time, using specific examples and evidence. Describe some significant changes that have happened on Earth and the evidence, such as fossils, that support this. Identify that living things produce offspring of the same kind, although the offspring are not identical to either parent. Describe how animals and plants can be bred to produce offspring with specific and desired characteristics (selective breeding).  |
|  |  |  | Living, non-living, Adult, Baby, Child, Elderly, Foetus, Teenager, Toddler, Birth, Egg, Embryo, Growth, Reproduce, Reproduction Arachnid, Backbone, Crustacean, hatch, Hatching, insect, larva, Life cycle, metamorphosis, Mollusc, Pupa, Hibernation, SurviveHabitat, Microhabitat, Desert, Forest, Mountain, Ocean, polar, Rainforest, Food chain, Producer, Consumer, Hibernation, Migration, Interdependent |  | Climate, glacier, tundra arthropod, crustaceanevolution, speciestaxonomyclassification key, diagram, recordamphibian, animal kingdom, annelid, arachnid, arthropod, bird, cold blooded, cone-bearing plant, crustacean, exoskeleton, feathers, fish, flowering plant, fur, hair, insect, invertebrate, mammal, mollusc, myriapod, non-vascular plant, reptile, scales, serial ordering, multi-stage classification, skin, species, spore-producing plant, vascular plant, vertebrate, warm-blooded | Life cycle, sexual, asexual, develop, fertilisation, germination, growth, identical, mature, offspring, parent, reproduction, adult, amphibian, bird, cold blooded, warm blooded, egg, embryo, foetus, fish, gestation, hatching, infant, insect, juvenile, larva, lifespan, mammal, metamorphosis, process, pupa, reptile, vertebrate | Adaptation, Evolution, Ancestor, Characteristics, Chemical adaptationNatural selection, Naturalist, originTheory, Survival of the fittest, DNA, Artificial selection, Continuous variationDiscontinuous variation, Gene/Genetics, Inheritance, Selective breeding, Dinosaur, Extinct, Fossil, Mass extinction, Mineral, PalaeontologistMicroorganismHarmful unharmfulFive kingdoms, animals, plants, fungi, protists, monerans  |

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| **EVERYDAY MATERIALS, ROCKS, CHANGES IN STATE**  |
| **Skills** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - water to ice.Know what materials can be recycled.Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and paper. Know some simple properties of materials. Know how we can sort objects into groups based on their material. | 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, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or non-waterproof.Compare and group together a variety of everyday materials on the basis of their simple physical properties, such as natural or man-made and being recyclable or non-recyclable.  | Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Describe how some objects and materials can be changed and how their changes can be desirable or undesirable.  | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed using words, pictures and models. Recognise that soils are made from rocks and organic matter. Investigate soils from the local environment, making comparison and identifying features.  | Group and sort materials into solids, liquids and gases. Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius at which materials change state.Describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.  | Compare and group everyday materials by their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and magnetism.Explain, following observation, that some substances will dissolve in liquid to form a solution and the solute can be revered by evaporating of the solvent. Separate mixtures by filtering, sieving and evaporating. Describe using evidence from comparative or fair tests, why a materials has been chosen for a specific use, including metals, wood and glass. Identify, demonstrate and compare reversible and irreversible changes. .  |  |
|  |  | Material, Property, Brick, Ceramic, Clay, Concrete, Cotton, Fabric, Glass, Man-made, Leather, Metal, Natural, Oil, Paper, Plastic, Rock, Rubber, Sand, Stone, Wood, Wool, Absorbent, Cardboard, Clay, Durability, Flexibility, Opaque, Transparent, Waterproof, Bendy, Hard, Soft, Rough, Smooth, Stretchy, Shiny | Change, Cook, Heat, Raw Absorbency, Texture, Suitable, Shape, SquashTwistEnvironment, Landfill, Non-recyclable, Pollution, Recyclable, Recycling, Reduce, Reuse, RubbishSustainability | Translucent, CrystallineDull, Impermeable, Permeable, Layer, Igneous, Metamorphic, Sedimentary, Reflective, Non-reflectiveDissolve, Erosion, Fossil, Fossilisation, Mineral, Sediment, Skeleton, Organic matter, Silt, Subsoil, Topsoil | Gas, Liquid, SolidWater cycle, Water vapour Change, Impact, CompressFoam, Gel, Matter, Particle, Powder, Change of state, Condensation, Condense, Evaporate, Evaporation, Boiling pointFreeze, Freezing pointMelt, Melting pointReversible, Irreversible  | Insoluble, Soluble, Saturated solution, Saturation point, SolubilitySoluble, Solute, Solution, SolventThermal conductivity, Vibrate Burning, Chemical change, ReactionPhysical change, Rust, Separate, Sieve, Sieving |  |

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| **LIGHT AND ELECTRICITY** |
| **Skills** | EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4  | YEAR 6 |
|  |  |  | Describe the differences between dark and light and how we need light to be able to see. Group and sort materials as being reflective or non-reflective. Explain why light from the Sun can be dangerous. Explain using words and diagrams, how shadows are formed when a light source is blocked by an opaque object.Find patterns in the way that the size of a shadow changes during the day.  | Identify common appliances that run on electricity. Construct operational simple series circuits using a range of components and switches for control. Predict and describe whether a circuit will work based on whether or not the circuit is a complete loop and has a battery or cell. Describe materials as electrical conductors or insulators. Explain the precautions needed for working safely with electrical circuits.  | Identify that light travels in straight lines. Explain that, due to how light travels, we can see things because they give out or reflect light in the eye.Explain, using words, diagrams or a model, why shadows have the same shape as the objects that cast them and how shadows can be changed. Describe, using scientific language, phenomena associated with refraction of light. Describe how light behaves when reflected off a mirror (plane, convex and concave) and when passing through a lens (concave and convex).  | Explain how the brightness of a lamp or volume of a buzzer is affected by the number and voltage of cells used in a 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. Create circuits using a range of components and record diagrammatically using the recognised symbols for electrical components.  |
|  |  |  |  | dark, dull, light, rough, shiny, smooth, reflective, non-reflective, artificial, block, darkness, energy, light, light source, mirror, Moon, natural, opaque, transparent, translucent, ray, Sun, shadow, reflect, reflector | Earth wire, Electric shock Insulator, ConductorAppliance, Battery/CellMains electricity, RechargeableSocket, Source, Wire, Buzzer, Circuit, Component, Current, Lamp, Motor, Switch, Crocodile clipRenewable energy, sustainability, solar power, wind power | Dispersion, Phenomena. Prism, Refract, Refraction, Spectrum, LED, Series circuit, Terminal, Voltmeter, Concave mirror, Convex mirror, Plane mirror, Reflective, BeamCornea, Focal point, Iris, Infrared light, LensLight source, Optic nervePupil, Retina, TransmitUltraviolet light, Visible lightWhite light |

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| **SOUND** |
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|  |  |  |  |  | Explain how sounds are mand and heard using diagrams, models, written methods or verbally. Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments. Compare and find patterns in the volume of sound, using a range of equipment, such as musical instruments. Compare how the volume of a sound changes at different distances from the source.  |  |  |
|  |  |  |  |  | Decibel, hertz, pitch, sound meter, volume, muffle, pitch, sound, sound source, sound wave, wavelength, medium, vibrationCochlea, cochlear nerve, ear, ear canal, eardrum, inner ear |  |  |

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| **FORCES AND MAGNETS**  |
| **Skills** | **EYFS** | **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEAR 4** | **YEAR 5** | **YEAR 6** |
| 3 & 4 year olds – Explore and talk about different forces they can feel.  |  | Make models with moving parts.Sort and group objects that float and sink.  | Compare how things move on different surfaces. Explain that an object will not move unless a push or pull force is applied, describing forces in action and whether the force requires direct contact or whether the force can act at a distance (magnetic force).Compare and group materials based on their magnetic properties. Explain that magnets have two poles (North and South) and that opposite poles attract, while like poles repel each other. Predict whether two magnets will attract or repel each other, depending of which poles are facing.  |  | Explain that objects fall to Earth due to the force of gravity. Compare and describe, using a range of toys, models and natural objects, the effects of water resistance, air resistance and friction. Describe and demonstrate how simple levers, gears and pulleys assist the movement of objects.  |  |
|  |  |  |  | Friction, Force, Lubricant, Surface, Atmosphere, Attract, Attraction, Compass, Magnetic field, North pole, Repel, Repulsion, South pole, Pull, Push, Contact force, Non-contact force |  | Effort, Gear, Lever, Load, Machine, Mechanical advantage, Mechanism, Pulley, Aerodynamic, Drag, Streamline, Surface area, Water resistance, Force meter, Grams, Kilograms, Mass, Newton, Weight Gravitational force, Gravity |  |

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| **SEASONAL CHANGES/EARTH AND SPACE** |
| **Skills** | Know the name of the current season. Know the order of the four seasons. Describe about how the seasons can affect the natural world and how things grow. e.g., acorns and conkers are found in autumn Know and describe the seasonal weather. | Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. |  |  |  | Describe or model the movement of the planets in our Solar System, including Earth, relative to the Sun. Describe or model the movement of the Moon relative to the Earth. Describe the Sun, Earth and Moon as approximately spherical bodies and use this knowledge to understand the phases of the Moon and eclipses. Use the idea of the Earth’s rotation to explain day and night and the Sun’s apparent movement across the sky. |  |
|  |  | Sun safety, Sun cream, SunglassesNorthern Hemisphere, Dark, Daytime, Light, Night time, Season, Spring, Summer, Autumn, Winter, Sunrise, Sunset, Earth, Sun, Air, Breeze, Cloud, Cold, Fog, Gale, Hail, Hurricane, Precipitation, Rain, Sleet, Snow, Storm, Warm, Weather, wind, Degrees Celsius, Measurement, Millimetre, Rain gauge, Rainfall, Temperature, Unit, Volume, Beaufort Scale, UV beads, Anemometer, Windsock, Hibernate, Dormant, Environment |  |  |  | Atmosphere, Solar System, Earth, Moon, Sun, planet, Mercury, Venus, Mars, Jupiter, Saturn, Neptune, Uranus, dwarf planet, galaxy, star, universeAsteroid belt, constellation, daytime, night-time, year, gravitational, force, gravity, mass, matterNorthern HemisphereSouthern Hemisphere, orbit, rotate, satellite, solarSpacecraft, terrestrialAxis, first quarter Moon, last quarter Moon, full Mon, new Moon, Waning Moon, waxing Moon, crescent, gibbous, lunar, lunar eclipse, solar eclipse |  |