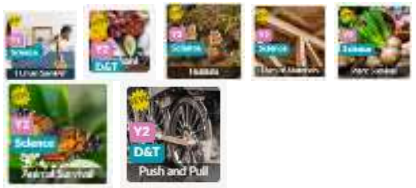
Science

Knowledge & Skills Progression

		Nursery	Reception	Year 1	Year 2
					
Humankind	Human Body	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. Identify some of the different body parts from pictures. Vocabulary – See separate vocabulary document	Different body parts are used for different things, such as the eyes are used to see. Draw pictures of the human body and name some of the different body parts. Vocabulary – See separate vocabulary document	The basic body parts are the head, arms, legs, nose, eyes, ears, mouth, hands and feet. The five senses are hearing, sight, smell, taste and touch. Ears are used for hearing, eyes are used to see, the nose is used to smell, the tongue is used to taste and skin gives the sense of touch. Draw and label the main parts of the human body and say which body part is associated with which sense. Vocabulary – abdomen, ankle, arm, calf, chest, chin, ear, elbow, eye, finger, foot, forearm, forehead, hair, hand, head, hearing, knee, leg, mouth, neck, nose, pelvis, sense, shoulder, sight, skin, smell, survive, taste, thigh, toe, tongue, touch, upper arm, wrist	Human offspring go through different stages as they grow to become adults. These include baby, toddler, child, teenager, adult and elderly. Describe the stages of human development (baby, toddler, child, teenager, adult and elderly). Vocabulary – adult, baby, birth, child, elderly, embryo, female, foetus, growth, human, juvenile, life cycle, mammal, offspring, omnivore, reproduction, sense, teenager, toddler
	Staying Safe	It is important to listen to adults and follow simple rules to stay safe. Follow simple rules with the help of an adult. Vocabulary – See separate vocabulary document	Rules help to keep us safe in different environments and when using certain equipment. Follow instructions when in different environments and when handling simple equipment, such as scissors. Vocabulary – See separate vocabulary document	It is important to stay safe. Some ways to stay safe include staying safe in strong sunlight (sun cream, sun hat and sunglasses), crossing roads (stop, look and listen), in the kitchen (not touching hot or sharp objects) and with household chemicals (not touching, drinking or eating). Describe ways to stay safe in some familiar situations. Vocabulary – rays, sun, suncream, sunglasses, danger, hearing, safe, sense, sight, smell, taste, touch	Humans need water, food, air and shelter to survive. Describe what humans need to survive. Vocabulary – alive, healthy, safe

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					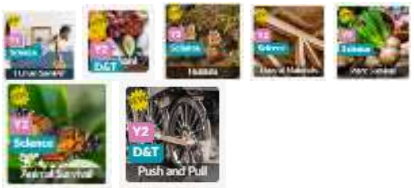
	Healthy Lifestyle	Washing their hands after going to the toilet and before eating helps people to stay healthy. Wash and dry hands after going to the toilet and before eating. Vocabulary – See separate vocabulary document	Washing and drying their hands, especially after using the toilet and before eating, helps stop the spread of harmful germs. Wash and dry hands regularly and say why this is important. Vocabulary – See separate vocabulary document	Hand washing and good hygiene are important parts of a healthy lifestyle and prevent the spread of germs. Explain why hand washing and cleanliness are important.	A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems. Describe the importance of a healthy lifestyle, including exercise, a balanced diet, good quality sleep and personal hygiene. Vocabulary – bacteria, balanced diet, carbohydrates, clean, dairy and alternatives, Eatwell guide, energy, exercise, fat, food group, fruit and vegetables, germ, health, healthy, healthy lifestyle, hydrate, hygiene, hygiene practice, illness, nutrient, nutrition, oils and spreads, portion, proteins, sleep, sugar, sweat, vegan diet, vegetarian diet, vitamin, washing
Processes	Pattern Seeking	The weather is colder in winter and warmer in summer. Talk about the weather as being warm or cold. Vocabulary – See separate vocabulary document	The weather can change throughout the day, week and month. The weather is different at different times in the year. Notice and begin to describe patterns of weather in summer and winter. Vocabulary – See separate vocabulary document	There are four seasons: spring, summer, autumn and winter. Certain events and weather patterns happen in different seasons. Observe changes across the four seasons. Vocabulary – autumn, blossom, bud, daytime, deciduous, dormant, Earth, evergreen, fruit, grow, hibernate, leaf, light, migrate, night time, Northern Hemisphere, rain, season, seasonal change, spring, summer, sun, weather, winter	The UK has typical weather in each of the seasons. For example, winter is cold and sometimes frosty, whereas summer is warm and sometimes sunny. Describe typical UK seasonal weather patterns. Vocabulary – autumn, pattern, season, spring, summer, weather, winter
	Changes	In the winter, the evenings get darker earlier. In the summer, the evening stay lighter for longer. Talk about things they can do on winter evenings and things they can do on summer evenings and begin to notice the difference in day length. Vocabulary – See separate vocabulary document	The number of daylight hours varies throughout the year, according to the season. The days are longer in summer and shorter in winter. Notice and talk about the differences in day length between the seasons. Vocabulary – See separate vocabulary document	Day length (the number of daylight hours) is longer in the summer months and shorter in the winter months. Observe and describe how day length changes across the year. Vocabulary – dark, daytime, light, night time, Northern Hemisphere, season, sunrise, sunset	Some objects and materials can be changed by squashing, bending, twisting, stretching, heating, cooling, mixing and being left to decay. Describe how some objects and materials can be changed and how these changes can be desirable or undesirable. Vocabulary – bend, shape, squash, stretch, twist

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				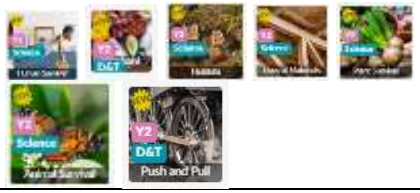
Earth	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer and colder in the winter. Say what the daily weather is like. Vocabulary – See separate vocabulary document	Ways to describe daily weather include sunny, rainy, windy, cloudy, warm or cold. Weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain. Describe simply how weather changes as the seasons change. Vocabulary – See separate vocabulary document	Different types of weather include sunshine, rain, hail, wind, snow, fog, lightning, storm and cloud. The weather can change daily and some weather types are more common in certain seasons, such as snow in winter. Observe and describe different types of weather. Vocabulary – air, breeze, cloud, cold, Earth, fog, gale, hail, hot, hurricane, precipitation, rain, rays, sleet, snow, storm, sun, temperature, warm, weather, wind	The Earth is spherical and is covered in water and land. When it is daytime in one location, it is night time on the other side of the world. Describe features of Earth using words and pictures. Vocabulary – Earth, environment, landfill, natural resource, non-recyclable, pollution, recyclable, recycling, reduce, reuse, rubbish, sustainability
Phenomena	Natural phenomena include weather, shadows, rainbows, clouds, flooding and waves. Notice and begin to describe natural phenomena, such as weather, rainbows and clouds. Vocabulary – See separate vocabulary document	Natural phenomena include weather, Name and describe natural phenomena, such as the speed of clouds moving across the sky and the strength of a wave. Vocabulary – See separate vocabulary document		
Modelling	Toys and models that are powered by a battery can be switched on and off. Play with and explore battery-powered toys and models. Vocabulary – See separate vocabulary document	Some light sources need electricity or batteries to work, such as a torch, and some do not, such as candles. Explore and describe electrical and non-electrical light sources. Vocabulary – See separate vocabulary document		Models can have moving parts that use levers, sliders, wheels and axles. Make models with moving parts. Vocabulary – lever, linkage, mechanism, slider
Forces	Some objects float and others sink. Talk about and play with objects that float and sink and describe different forces that they can feel. Vocabulary – See separate vocabulary document	When an object sinks it falls through water to the bottom of the vessel. An object that floats stays at the water's surface. Describe, predict and sort things that float and sink and talk about the forces that they can feel. Vocabulary – See separate vocabulary document	Simple equipment can be used for measuring weather, such as measuring temperature with a thermometer; identifying wind direction and force with a windsock or measuring rainfall with a rain gauge. Investigate weather using toys, models or simple equipment. Vocabulary – anemometer, Beaufort scale, equipment, thermometer, UV beads, windsock	Some objects float and others sink. Objects that float are typically light or hollow. Objects that sink are typically heavy or dense. Sort and group objects that float and sink.

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					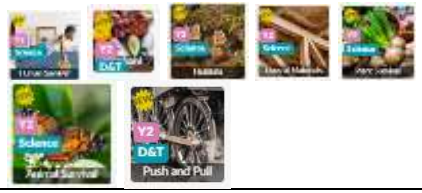
Creativity	Report and Conclude	Begin to offer simple explanations for why things happen. Vocabulary – See separate vocabulary document	Represent scientific observations by mark making, drawing or creating simple charts and tables. Offer explanations for why things happen, making use of vocabulary, such as, because, then and next. Vocabulary – See separate vocabulary document	The results are information that has been found out from an investigation. Talk about what they have done and say, with help, what they think they have found out. Vocabulary – describe, results, differences, similarities, compare, meteorologist, weather forecast, weather symbol, evidence, explain, food, importance, materials, purpose, shelter	The results are information that has been found out from an investigation and can be used to answer a question. Begin to notice patterns and relationships in their data and explain what they have done and found out using simple scientific language. Vocabulary – compare, conclusion, data, describe, different, differences, pattern, results, same, similarities
			Data can be recorded in tables and pictograms. Record data in simple tables and pictograms. Vocabulary – See separate vocabulary document	Data can be recorded and displayed in different ways, including tables, pictograms and drawings. With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams). Vocabulary – data, describe, diagram, group, record, sort, table, Venn diagram, bar chart, chart, compare, photograph, block graph, Carroll diagram, group	Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. Use a range of methods (tables, charts, diagrams and Venn diagrams) to gather and record simple data with some accuracy. Vocabulary – block graph, circular diagram, data, diagram, fieldwork, foodchain, life cycle, linear diagram, observation, order, photograph, process, record, stage, table, tally, tally chart, timeline
Investigation	*Questioning*	Question words include why, what, when, and how. Ask or answer a simple scientific question. Vocabulary – See separate vocabulary document	Question words include who, why, what, when, where and how. Ask a relevant scientific question to find out more, explain how things work and why they might happen. Vocabulary – See separate vocabulary document	Question words include what, why, how, when, who and which. Ask simple scientific questions. Vocabulary – question, research, assistive tools, sensory loss, answer	Questions can help us find out about the world. Ask and answer scientific questions about the world around them. Vocabulary – question, research

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				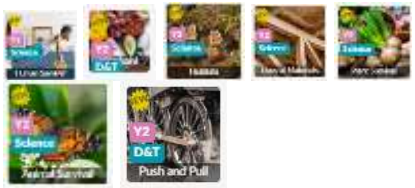
Measurement	Place two to three items in order based on length, height or capacity. Vocabulary – See separate vocabulary document	Simple equipment can be used to measure distance, height, weight and time. With support, use simple equipment, such as timers, rulers and containers, to measure length, height, capacity and time. Vocabulary – See separate vocabulary document	Simple equipment is used to take measurements and observations. Examples include metre sticks, measuring tapes, egg timers, and hand lenses. With support, use simple equipment to measure and make observations. Vocabulary – digital microscope, equipment, hand lens, observe, compare, degrees Celsius, measurement, millimetre, rainfall, rain gauge, temperature, thermometer, unit, volume	Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels. Use simple equipment to measure and make observations. Vocabulary – digital microscope, equipment, hand lens, measurement, observe, ruler, timer
Investigation	Find different ways to do things when playing and exploring and use all their senses in hands on exploration of natural materials. Vocabulary – See separate vocabulary document	When we try things out to see if they work, it is called a test. Observe how activities are going and adapt their ideas if necessary. Vocabulary – See separate vocabulary document	Simple tests can be carried out by following a set of instructions With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen. Vocabulary – equipment, investigation, method, observe, prediction, results, test, question, measurement, compare, digital microscope, hand lens, instructions, safety	Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation. Follow a set of instructions to perform a range of simple tests, making simple predictions for what might happen and suggesting ways to answer their questions. Vocabulary – aerobic exercise, balancing exercise, bone, compare, coordination, data, differences, equipment, exercise, heart, investigation, lungs, measurement, method, muscle, observe, prediction, question, results, similarities, strengthening exercise, stretching exercise, table, test, change overtime
Observation	Talk about some of the things that they have observed using simple scientific vocabulary. Vocabulary – See separate vocabulary document	With support, observe, record and talk about materials and living things. Vocabulary – See separate vocabulary document	Objects, materials and living things can be looked at, compared. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features. Vocabulary - compare, different, observe, same, similar, colour, patern, shape, size, smell, texture, type, same, similar	Objects, materials and living things can be looked at, compared. and grouped according to their features. Observe objects, materials, living things and changes over time, sorting and grouping them based on their features and explaining their reasoning. Vocabulary – camouflage, compare, features, observe

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					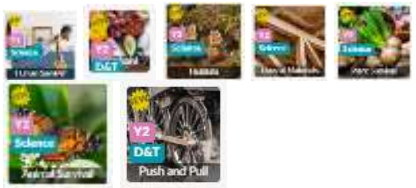
Materials	Identification and Classification	Objects are made from different materials. Everyday materials include, plastic, wood and glass. Explore and sort everyday items, with support, into groups of the same material. Vocabulary – See separate vocabulary document	Objects are made from different materials. Everyday materials include, wood, plastic, glass, fabric, metal and stone. Materials have different properties. Name and sort everyday items into groups of the same. Vocabulary – See separate vocabulary document	A material is what an object is made from. Everyday materials include wood, plastic, glass, metal, water, rock, brick, paper and fabric. Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock. Vocabulary – brick, ceramic, clay, concrete, cotton, fabric, glass, human made, leather, material, metal, metal alloy, natural, object, oil, paper, plastic, rubber, sand, silk, stone, synthetic fabric, water, wood, wool Absorbent, cardboard, durability, fabric, flexibility, glass, man-made, opaque, property, rock, strength, transparent, waterproof	Some foods, such as ice and chocolate, melt when heated, but then harden (solidify or freeze) when cooled. Observe what happens when a range of everyday materials, including foods, are heated and cooled, sorting and grouping them based on their observations. Vocabulary – change, cook, heat, raw
	Properties and uses	Different materials can be used for different things because they are hard, soft, bendy or waterproof. Waterproof items, such as Wellington boots, raincoats and umbrellas, protect us from the rain. Explore and talk about materials which are waterproof. Vocabulary – See separate vocabulary document	Some materials are magnetic, which means that they are attracted to (pull towards) a magnet. Some metals are magnetic. Other materials are non-magnetic, such as wood, dough and glass. Identify that materials have different properties and explore and sort magnetic and non-magnetic materials through play and exploration. Vocabulary – See separate vocabulary document	Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof. Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof. Vocabulary – absorbent, bendy, hard, material, opaque, property, rough, shiny, smooth, soft, stretchy, transparent, use, waterproof	A material's physical properties make it suitable for particular purposes, such as glass for windows and brick for building walls. Many materials are used for more than one purpose, such as metal for cutlery and cars. Compare the suitability of a range of everyday materials for particular uses, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Vocabulary – absorbency, absorbent, bendy, brick, cardboard, clay, fabric, glass, hard, man-made, material, materials, metal, natural, object, opaque, paper, plastic, property, purpose, rock, rough, smooth, soft, strength, stretchy, strong, suitable, texture, transparent, use, waterproof, wood

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					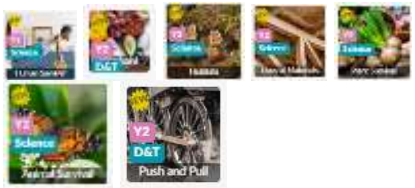
Nature	Identification and Classification	Plants and trees are living things. Care for growing seeds and plants and describe observable features of different types of plants and trees. Animals are living things. There are lots of different types of animals. Pets are animals. Name a variety of domestic and wild animals. Vocabulary – See separate vocabulary document	Plants and trees are living things. They can be identified according to their features, such as leaves, seeds and flowers. Begin to name and group plants and trees according to their observable features. Animals are living things. There are lots of different types of animals. Pets are animals. There are different types of animal. Parent and baby mammals include cow and calf, sheep and lamb, and cat and kitten. Parent and baby birds include duck and duckling, chicken and chick and goose and gosling. Match animals to their young. Vocabulary – See separate vocabulary document	Plants are living things. Common plants include the daisy, daffodil and grass. Trees are large, woody plants and are either evergreen or deciduous. Trees that lose their leaves in the autumn are called deciduous trees. Examples include oak, beech and rowan. Trees that shed old leaves and grow new leaves all year round are called evergreen trees. Examples include holly and pine. Identify, compare, group and sort a variety of common wild and garden plants, including deciduous and evergreen trees, based on observable features. Vocabulary – bud, bulb, compound, deciduous, describe, diagram, evergreen, garden plant, leaf, living things, lobed, needle-like, palmate, plant, seed, simple, tree, wild plant Animals are living things. Animals can be sorted and grouped into six main groups: fish, amphibians, reptiles, birds, invertebrates and mammals. Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds, invertebrates and mammals, based on observable features. Vocabulary – amphibian, animal, bird, body part, female, fish, head, human, invertebrate, living thing, male, mammal, offspring, reptile, saddle, segment, sense, tail, unique	A habitat is a place where a living thing lives. A microhabitat is a very small habitat. Identify and name a variety of plants and animals in a range of habitats and microhabitats. Vocabulary – adaptation, amphibian, animal, bird, berry, camouflage, fish, hair, identify, invertebrate, leaf, mammal, mimicry, nut, plant, poisonous chemical, predator, prey, quill, reptile, shield, speed, spine, sting, thorn, warning colouration, weapon bark, basal plate, blossom, branch, bulb, deciduous, dormant, flower, flower bud, flowering plant, fruit, habitat, leaf, plant, scales, season, seed, shrub, soil, stem, tree, tunic Animals have offspring that grow into adults. Different animals have different stages of growth or life cycles. Describe the basic life cycles of some familiar animals (egg, caterpillar, pupa, butterfly; egg, chick, chicken; spawn, tadpole, froglet, frog) Vocabulary – adult, amphibian, arachnid, backbone, bird, birth, crustacean, egg, embryo, fish, grow, growth, habitat, hatch, hatching, insect, invertebrate, larva, life cycle, mammal, metamorphosis, microhabitat, mollusc, myriapod, offspring, pupa, pupation, reproduce, reproduction, reptile, worm

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				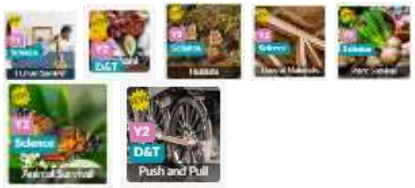
Parts and Functions	Parts of a plant include flower, petal, leaf and stem. Begin to talk about and draw plants with attention to their parts. Animals have some similar and some different body parts. Begin to talk about and name the body parts of common animals, including pets. Vocabulary – See separate vocabulary document	Parts of plants and trees include trunk, branch, twig, roots, stem, flowers and leaves. Name and describe basic features of plants and trees. Different animal groups have some common body parts, such as birds have wings and fish have fins. Identify common features for different groups of animals, including wild and domestic animals. Vocabulary – See separate vocabulary document	The basic plant parts include root, stem, leaf, flower, petal, fruit, seed and bulb. Trees have a woody stem called a trunk. Label and describe the basic structure of a variety of common plants. Vocabulary – bark, blade, branch, flower, fruit, leaf, margin, petal, root, stalk, stem, trunk, vein Different animal groups have some common body parts, such as eyes and a mouth, and some different body parts, such as fins or wings. Label and describe the basic structures of a variety of common animals, including fish, amphibians, reptiles, birds and mammals. Vocabulary – antennae, arm, balancing, beak, breathing, body covering, body part, camouflage, catching, communicating, ear, eating, eye, feather, fin, foot, fur, gill, gripping, hair, head, hearing, holding, leg, limb, mandible, mouth, moving, nose, nostril, pinna, protection, scale, sense, shell, sight, skin, smell, smelling, tail, taste, tasting, teeth, tongue, touch, wing	Plants need water, light and a suitable temperature to grow and stay healthy. Without any one of these things, they will die. Describe how plants need water, light and a suitable temperature to grow and stay healthy. Vocabulary – air, carbon dioxide, food, leaf, nutrients, plant, root, shade, space, stem, sunlight, survive, temperature, warmth, water
Nutrition	Describe what a familiar animal or pet eats. Vocabulary – See separate vocabulary document	Animals, including pets, eat different kinds of foods including other animals, plants or both animals and plants. Match animals to the foods that they eat. Vocabulary – See separate vocabulary document	Carnivores eat other animals (meat), herbivores eat plants and omnivores eat other animals and plants. Group and sort a variety of common animals based on the foods they eat. Vocabulary – animal, beak, carnivore, claw, food, fruit, herbivore, hunt, meat, omnivore, pincer, plant, seeds, talon, teeth, vegetable, wild animal	Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals. Interpret and construct simple food chains to describe how living things depend on each other as a source of food. Vocabulary – animal, carnivore, consumer, diet, food, food chain, herbivore, omnivore, plant, producer
Survival	Plants and animals are living things. They need food and water to survive. Begin to talk about ways to care for a plant or animal. Vocabulary – See separate vocabulary document	Plants and animals are living things. Plants need water, sunlight and air to survive. Animals need food, water, air and shelter to survive. Describe some ways that plants or animals should be cared for in order for them to survive. Vocabulary – See separate vocabulary document	Living things need to be cared for in order for them to survive. They need water, food, warmth and shelter. Describe how to care for plants and animals, including pets. Vocabulary – grow, soil, sunlight, survive, water, care, exercise, food, healthy, pet, shelter, sleep, survive, water	Animals need water, food, warmth and shelter to survive. Their habitat must provide all these things. Explain how animals, including humans, need water, food, air and shelter to survive. Vocabulary – air, food, human need, love, nutrient, offspring, shelter, sheltering, sleep, space, survive, water, alive, habitat improvement, hibernation, migration ,reproduction, seasonal change

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					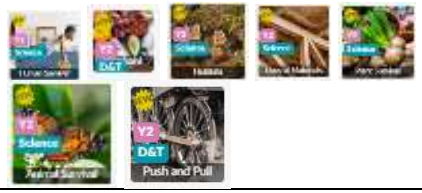
Place and Space	Habitats	A habitat is a place where living things live. Living things, including plants and animals, live in the local environment. Begin to observe and talk about living things in the local environment. Vocabulary – See separate vocabulary document	A habitat is a place where living things live. Local habitats include woodlands, gardens and ponds. Other habitats include hot places, such as deserts, and cold places, such as the Arctic. Observe and describe living things and their habitats within the local environment. Vocabulary – See separate vocabulary document	The local environment is a habitat for living things and can change during the seasons. Observe the local environment throughout the year and ask and answer questions about living things and seasonal change. Vocabulary – dormant, environment, garden, hedgerow, meadow, roadside, season, seasonal change, seasonal cycle, spring, winter, woodland	Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive. Describe a range of local habitats and habitats beyond their locality (beaches, rainforests, deserts, oceans and mountains) and what all habitats provide for the things that live there. Vocabulary – animal, desert, forest, habitat, hedge, living, mountain, non-living, ocean, plant, polar, rainforest, rock, Savannah, soil, sunlight, temperature, tree, water, woodland air, food, interdependent, reproduce, shelter, space, survive
Comparison	Physical Things	Make simple comparisons between objects and materials, such as bigger and smaller, and softer and harder. Vocabulary – See separate vocabulary document	Objects can be compared and grouped according to their shape, colour, material or use. Compare and group objects and materials according to simple given criteria. Vocabulary – See separate vocabulary document	Materials can be grouped according to their properties. Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable. Vocabulary – material, property	Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. Compare and group things that are living, dead or have never been alive. Vocabulary – alive, breathe, dead, excretion, feed, grow, growth, living, move, movement, non-living, nutrition, offspring, reproduction, respiration, senses, sensitivity, waste
	Phenomena	Shadows are made on sunny days. They can be big or small and can change shape and size Play with objects or their own body outside to create shadows. Vocabulary – See separate vocabulary document	A shadow is the same shape as the object that makes it. Shadows change during the day. Make a shadow bigger or smaller using toys, play equipment and a light source. Vocabulary – See separate vocabulary document		
Change	Living Things	Living things change and grow. Say how a living thing has changed over time. Vocabulary – See separate vocabulary document	Living things change over time. This includes growth and decay. Explore the natural world around them and give simple descriptions, following observation, of changes. Vocabulary – See separate vocabulary document	All living things (plants and animals) change over time as they grow and mature. Describe, following observation, how plants and animals change over time. Vocabulary – amphibian, animal, bird, deciduous, evergreen, insect, mammal, reptile, tree blossom, bud, flower, fruit, grow, harvest, leaf, living things, plant, ripen, seed, tree	Plants grow from seeds and bulbs. Seeds and bulbs need water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers. Observe and describe how seeds and bulbs change over time as they grow into mature plants. Vocabulary – deciduous, embryo, energy, evergreen, germination, nutrient, plant, seed, tree, warmth, water