



Manor Primary - Science Long Term Plan

	(Suggested time scale) AUTUMN		SPRING	SUMMER
KS1	Cycle 1: <u>My Body</u> (All About Me Topic) Cycle 2: <u>Super Scientists</u> (London's Burning Topic)		Cycle 1: <u>Everyday Materials</u> (Transport Topic) Cycle 2: <u>Living Things and Habitats</u> (Houses and Homes Topic)	Cycle 1: <u>Plants and Seasonal Changes</u> (Food and Farming Topic) Cycle 2: <u>Animals</u> - (Arctic Adventures Topic)
LKS2	Cycle 1: <u>Living things and their habitats and Animals including humans</u> (Fazeley Cotton Mills Topic) Cycle 2: <u>Forces and Magnets and Sound</u> (The Great Railway Revolution Topic)		Cycle 1: <u>States of Matter and plants</u> Magnificent Mayas Topic) Cycle 2: <u>Electricity and Light</u> (Great Inventors Topic)	Cycle 1: <u>Rocks</u> (Rivers and Rainforests Topic) Cycle 2: <u>Animals including Humans</u> (Natural Disasters Topic)
UKS1	Cycle 1: <u>Electricity</u> (Victorian Topic) Cycle 2: <u>Materials</u> (WW2 Topic)	Cycle 1: <u>Forces</u> (Victorian Topic) Cycle 2: <u>Light</u> (WW2 Topic)	Cycle 1: <u>Earth and space</u> (Roman topic) Cycle 2: <u>Evolution and Inheritance</u> (Stone Age Topic)	Cycle 1: <u>Life cycles of animals</u> Cycle 2: <u>Working scientifically</u> (Science Fair)



Year 1 - Science Long Term Plan

Year 1

Animals including Humans

Identify and name a variety of common animals that are carnivores, herbivores and omnivores
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
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.

Use the local environment throughout the year to explore and answer questions about animals in their habitat.
Understand how to take care of animals taken from their local environment and the need to return them safely after study.
Become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.
Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Materials

Distinguish between an object and the material from which it is made
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
Describe the simple physical properties of a variety of everyday materials
Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.
Explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil.

Pupils might work scientifically by: performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...

Plants

Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
Identify and describe the basic structure of a variety of common flowering plants, including trees.

Use the local environment throughout the year to explore and answer questions about plants growing in their habitat.
Observe the growth of flowers and vegetables that they have planted.
Become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, stem).

Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.

Seasonal Changes (ongoing)

Observe changes across the four seasons

Observe and describe weather associated with the seasons and how day length varies.

Observe and talk about changes in the weather and the seasons.

Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.



Year 2- Science Long Term Plan

Year 2

Animals Including Humans

Notice that animals, including humans, have offspring which grow into adults

Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Understand the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans.

Understand the processes of reproduction and growth in animals.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Materials

Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing or different materials are used for the same thing. Discuss the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.

Learn about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Plants

Observe and describe how seeds and bulbs grow into mature plants

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Use the local environment throughout the year to observe how different plants grow. Begin to learn the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.

Pupils might work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Living Things and their habitats.

Explore and compare the differences between things that are living, dead, and things that have never been alive

Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats

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.

Understand that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Learn to the terms 'habitat' and 'micro-habitat'

Raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals.

Compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. Describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. Construct a simple food chain that includes humans (e.g. grass, cow, human). Describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there

Year 3 - Science Long Term Plan

Year 3

Light

Recognise that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change.

Explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. Think about why it is important to protect their eyes from bright lights. Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

Pupils might work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Rocks

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 when things that have lived are trapped within rock
Recognise that soils are made from rocks and organic matter.

Explore different kinds of rocks and soils, including those in the local environment.

Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. Raise and answer questions about the way soils are formed.

Animals including Humans

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles,

Find out how different parts of the body have special functions.

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Understand the relationship between structure and function: the idea that every part has a job to do. Explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Pupils might work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. Observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers

Pupils might work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.

Compare and contrast the diets of different animals and decide ways of grouping them according to what they eat.

Research different food groups and how they keep us healthy and design meals based on what they find out.

Forces and Magnets

Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not others
Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary. Explore the behaviour and everyday uses of different magnets.

Pupils might work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Year 4 - Science Long Term Plan

Year 4

Sound

Identify how sounds are made, associating some of them with something vibrating

Recognise that vibrations from sounds travel through a medium to the ear

Find patterns between the pitch of a sound and features of the object that produced it

Find patterns between the volume of a sound and the strength of the vibrations that produced it

Recognise that sounds get fainter as the distance from the sound source increases.

Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Pupils might work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume.

Materials

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

Pupils might work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They could research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They might observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

Animals including Humans

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Explore the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images.

Living things and their habitats

Recognise that living things can be grouped in a variety of ways

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things.

Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. Identify how the habitat changes throughout the year. Explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects

Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Electricity

Identify common appliances that run on electricity

Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors.

Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Draw the circuit as a pictorial representation, (not necessarily using conventional circuit symbols at this stage)

Pupils might work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit



Year 5 - Science Long Term Plan

Year 5

Animals including Humans

Describe the changes as humans develop to old age.

Draw a timeline to indicate stages in the growth and development of humans. Learn about the changes experienced in puberty.

Pupils could work scientifically by: researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows

Living Things and their Habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird

Describe the life process of reproduction in some plants and animals.

Study and raise questions about their local environment throughout the year. Observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. Find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.

Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials. Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. Find out about how chemists create new materials.

Pupils might work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to make a switch in a circuit. They could observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They might research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

Forces

Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

Identify the effects of air resistance, water resistance and friction, that act between moving surfaces

Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Explore falling objects and raise questions about the effects of air resistance. Explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. Experience forces that make things begin to move, get faster or slow down. Explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Explore the effects of levers, pulleys and simple machines on movement. Pupils might find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Pupils might work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Earth and Space

Describe the movement of the Earth, and other planets, relative to the Sun in the solar system

describe the movement of the Moon relative to the Earth

Describe the Sun, Earth and Moon as approximately spherical bodies

Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Use a model of the Sun and Earth to enable them to explain day and night. Learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). Understand that a moon is a celestial body that orbits a planet. Find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks

Year 6- Science Long Term Plan

Year 6	Year 6- Science Long Term Plan				
	Electricity	Light	Evolution	Living things and their habitats	Animals including Humans
	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>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</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p> <p><i>Build on prior learning to construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. Learn how to represent a simple circuit in a diagram using recognised symbols.</i></p> <p>Pupils might work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.</p>	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</p> <p>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p> <p><i>Build on prior learning, exploring the way that light behaves, including light sources, reflection and shadows. Talk about what happens and make predictions.</i></p> <p>Pupils might work scientifically by: deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They might investigate the relationship between light sources, objects and shadows by using shadow puppets. They could extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).</p>	<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p><i>Build on what prior learning to find out more about how living things on earth have changed over time. Be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, Labradors are crossed with poodles. Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils might find out about the work of palaeontologists.</i></p> <p>Pupils might work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They might analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics and movement.</p> <p><i>Build on learning about grouping living things by looking at the classification system in more detail. Be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). Discuss reasons why living things are placed in one group and not another.</i></p> <p>Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.</p> <p>Pupils might work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They could research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.</p>	<p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p><i>Build on their learning about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.</i></p> <p><i>Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</i></p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</p>