

# Year 1 Science Knowledge Organiser

## Biology - Plants

Key Vocabulary	
<b>wild plants</b>	A <b>wild plant seed</b> grows where it falls. It doesn't need to be planted or cared for as it grows.
<b>garden plants</b>	<b>Garden plants</b> are plants that people choose to grow in their gardens.
<b>weed</b>	<b>Weeds</b> are <b>wild plants</b> that grow in places where people don't want them.
<b>deciduous</b>	A <b>deciduous</b> tree loses its <b>leaves</b> each year.
<b>evergreen</b>	An <b>evergreen</b> tree keeps its green <b>leaves</b> all year round, even in the winter.

What should I already know?
<ul style="list-style-type: none"> <li>Plants can grow.</li> <li><b>Deciduous</b> trees lose their <b>leaves</b> in the autumn and winter.</li> </ul>

### Key Knowledge

#### Wild Plants



dandelion



daisy



buttercup



nettles



ivy



dog rose



clover



brambles

#### Trees

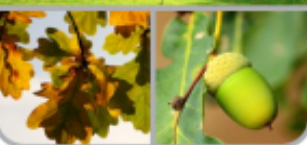
cedar



horse chestnut



oak



#### Garden Plants



fuchsia



pansy



sweet pea



sunflower



rose

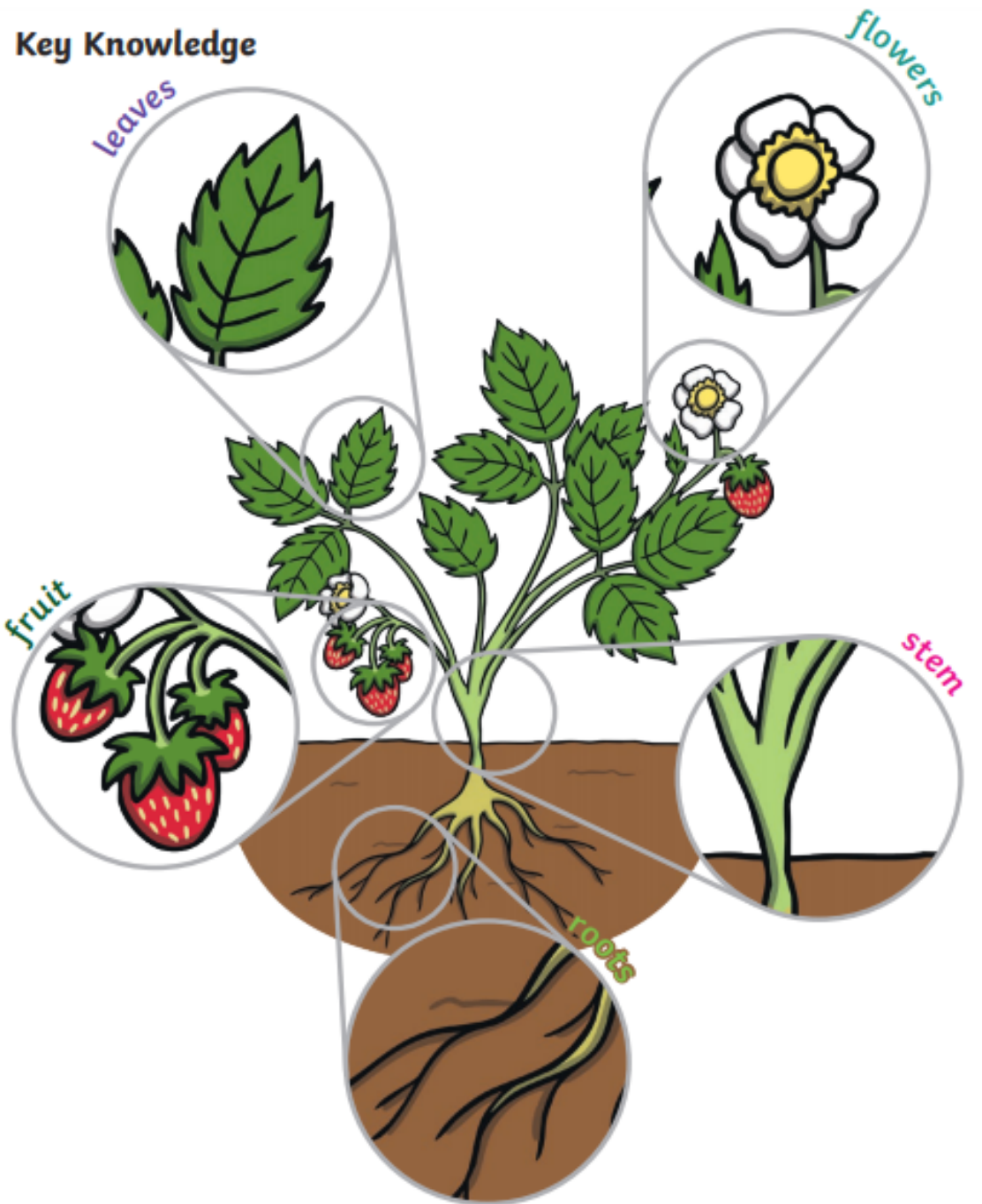


lavender



iris

Key Vocabulary	
<b>roots</b>	<b>Roots</b> take in water and nutrients from the soil.
<b>stem</b>	The <b>stem</b> holds the plant up and carries the water and nutrients from the <b>roots</b> to the <b>leaves</b> and <b>flowers</b> .
<b>leaves</b>	<b>Leaves</b> catch sunlight to make energy.
<b>flowers</b>	<b>Flowers</b> attract insects and birds.
<b>petals</b>	<b>Petals</b> are the colourful part of the <b>flower</b> .
<b>fruit</b>	<b>Fruit</b> contains the plant's <b>seeds</b> . Sometimes humans try to grow <b>fruit</b> without <b>seeds</b> because it's easier to eat.
<b>seed</b>	<b>Seeds</b> grow into new plants.
<b>bulb</b>	<b>Bulbs</b> grow into new plants.





# Year 2 Science Knowledge Organiser

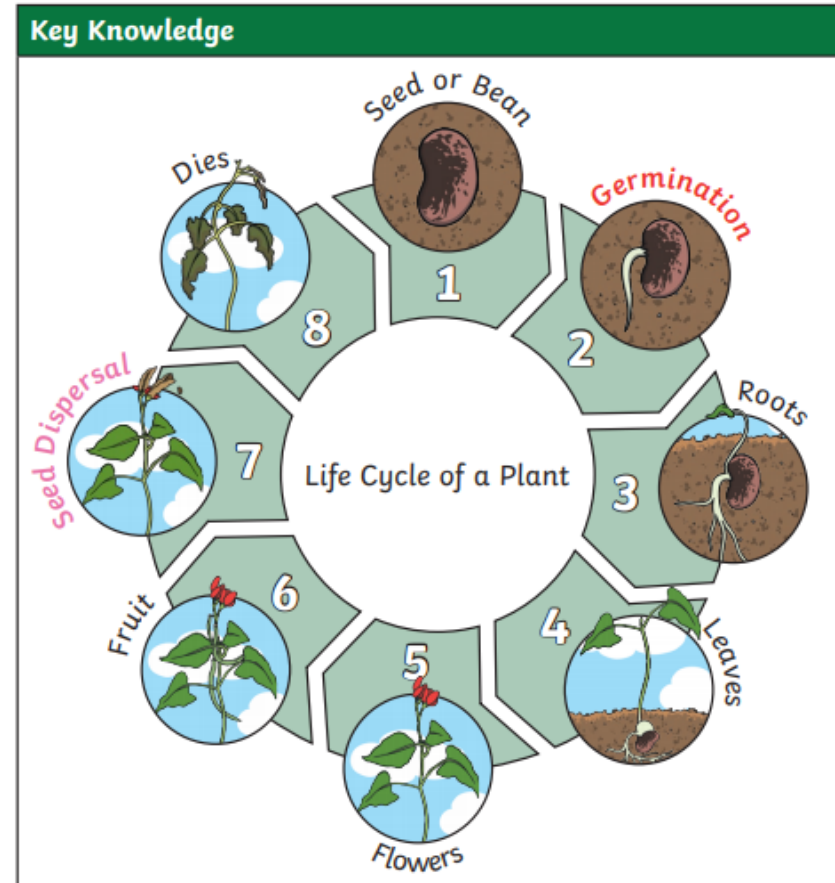
## Biology - Plants



Key Vocabulary	
<b>germination</b>	When the conditions are right, the seed soaks up <b>water</b> and swells, and the tiny new plant bursts out of its shell. This is called <b>germination</b> .
<b>sprout</b>	When a plant <b>sprouts</b> , it grows new <b>shoots</b> .
<b>shoot</b>	A <b>shoot</b> grows upwards from the seed or plant to find <b>sunlight</b> .
<b>seed dispersal</b>	<b>Seed dispersal</b> is when the seeds move away from the parent plant. They can be moved by the wind or animals.



What should I already know?
<ul style="list-style-type: none"> <li>Plants can grow.</li> <li>The names of some <b>common garden plants</b> (e.g. poppy, rose) and the names of some <b>common wild plants</b> (e.g. daisy, dandelion, nettle).</li> <li><b>Deciduous trees</b> lose their <b>leaves</b> in the autumn every year.</li> <li><b>Evergreen trees</b> have green <b>leaves</b> all year round.</li> <li>The parts of a plant including <b>petals, fruits, roots, bulbs, seeds, stem, trunks and branches</b>.</li> </ul>



## Key Vocabulary

What do plants need to grow well?

### sunlight

All plants need light from the sun to grow well. Some plants need lots of **sunlight**. Some plants only need a little **sunlight**.

### water

All plants need **water** to grow. Without **water**, seeds and bulbs will not **germinate**.

### temperature

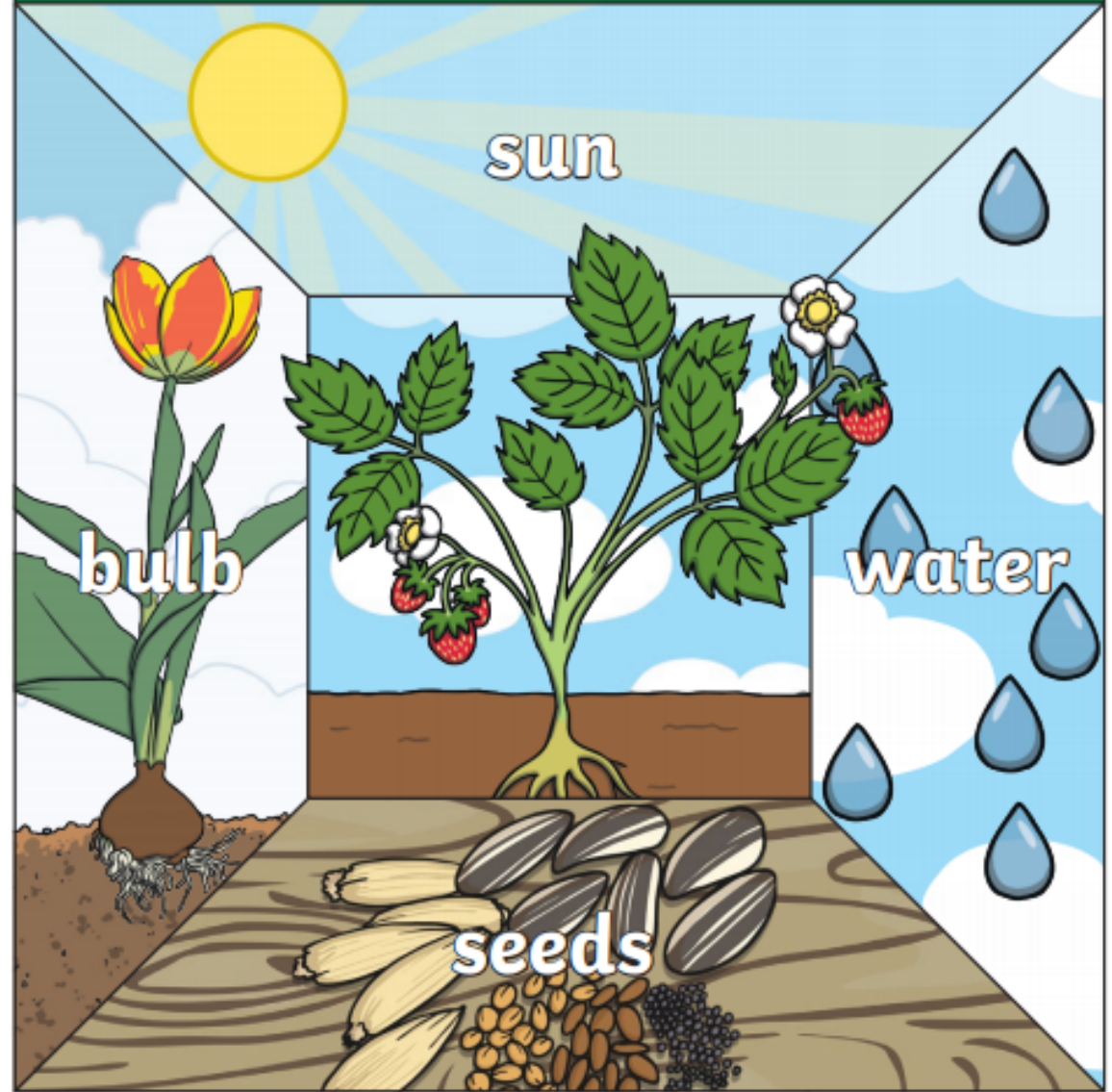
**Temperature** is how warm or cold something or somewhere is. Some plants like cooler **temperatures** and some like warmer **temperatures**.

### nutrition

Food or nourishment. Plants make their own food in their leaves using **sunlight**.



## Key Knowledge



# Year 2 Science Knowledge Organiser

## Biology - Animals Including Humans

Key Vocabulary	
<b>adult</b>	A fully grown animal or plant.
<b>develop</b>	To grow and become stronger.
<b>life cycle</b>	The changes living things go through to become an adult.
<b>offspring</b>	The child of an animal.
<b>reproduce</b>	When living things make a new living thing of the same kind.
<b>young</b>	Offspring that has not reached adulthood.
<b>live young</b>	Offspring that has not hatched from an egg.

All living things **reproduce** and have **offspring**.

Some animals give birth to **live young**. Their offspring normally look like them when they are born.

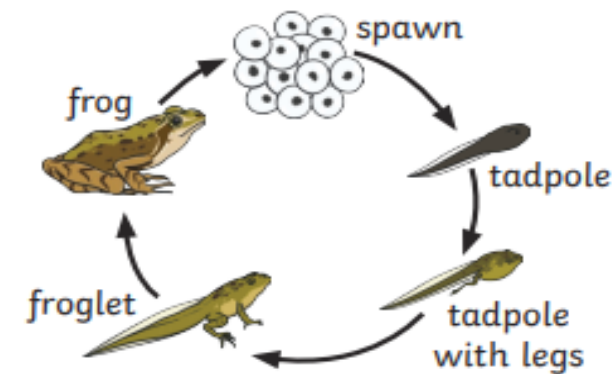
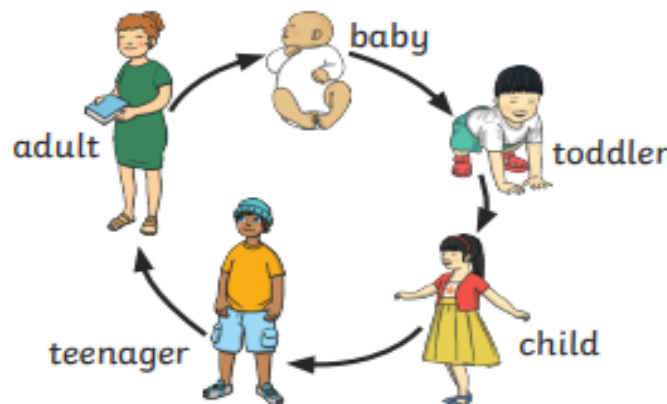


Some animals lay eggs which hatch into live young. This **young** then develops into an **adult**.

When these eggs hatch, some animals look like their adult, e.g. birds and reptiles.



Other animals have offspring which do not look like them, e.g. fish and amphibians.



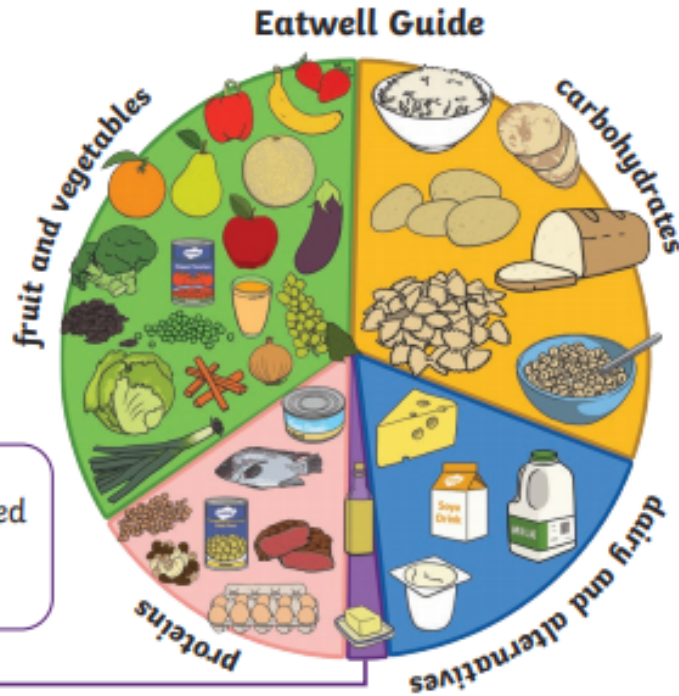
All young animals change at different stages as they grow into adults.

Key Vocabulary	
<b>dehydrate</b>	To lose water (dry out).
<b>diet</b>	The food and water that an animal needs.
<b>disease</b>	Illness or sickness.
<b>energy</b>	The power needed to carry out a task.
<b>exercise</b>	A physical activity to keep your body fit.
<b>germs</b>	Bugs that cause disease and illness.
<b>heart rate</b>	The number of times a heart beats in one minute.
<b>hygiene</b>	How clean something is (to stay healthy and stop disease and illness spreading).
<b>nutrition</b>	Food needed to live.
<b>pulse</b>	The beating of the heart that can be felt in your neck and wrist.

To stay alive, all animals have 3 basic needs:

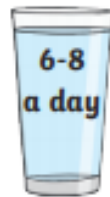


To grow into a healthy adult, we must eat the right types of food in the right amount and **exercise**.



**oils and spreads**  
Choose unsaturated oils and use in small amounts.

Water, lower fat milk, sugar-free drinks including tea and coffee all count.



Eat less often and in small amounts.



To stop illness and infections spreading, we must be hygienic and keep ourselves clean.

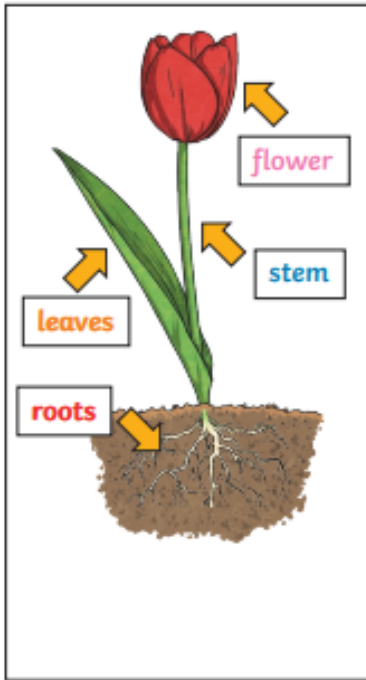


#### What should I already know?

- There are five types of **vertebrates** (mammals, fish, reptiles, amphibians, birds)
- **Vertebrates** are animals that have a **backbone**.
- Some animals are suitable to be kept as pets but others are not.
- Some animals give birth to live young but others lay eggs.
- Doctors and nurses give us **medicine** when we are poorly.

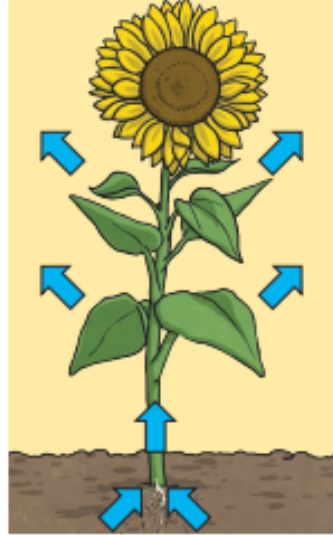
# Year 3 Science Knowledge Organiser

## Biology - Plants



### How Water Moves through a Plant

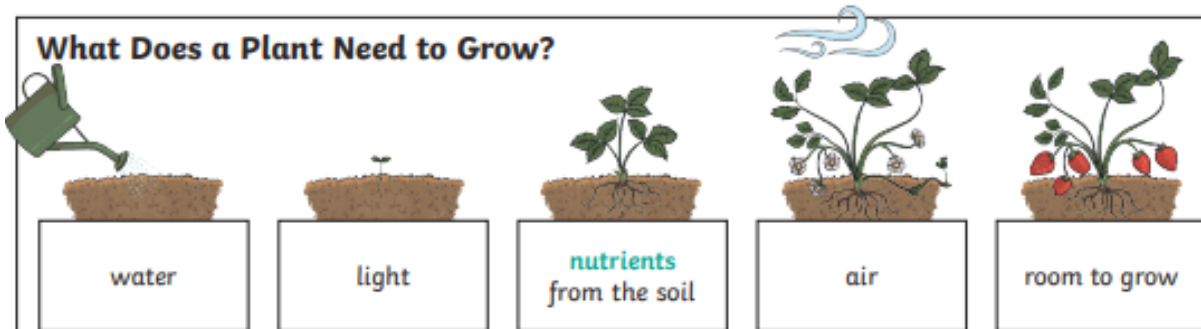
1. The **roots** absorb water from the soil.
2. The **stem** transports water to the **leaves**.
3. Water **evaporates** from the **leaves**.
4. This **evaporation** causes more water to be sucked up the **stem**.



The water is sucked up the **stem** like water being sucked up through a straw.

What should I already know?
<ul style="list-style-type: none"> <li>• Which things are living and which are not.</li> <li>• A variety of <b>common wild</b> and <b>garden plants</b>, including <b>deciduous</b> and <b>evergreen trees</b> and how to identify them.</li> <li>• The <b>structure</b> of <b>common flowering plants</b>, including <b>trees</b> (including <b>leaves, flowers, fruits, roots, bulbs, seeds, stem, trunks and branches</b>)</li> <li>• <b>Seeds</b> and <b>bulbs</b> grow into <b>mature plants</b></li> <li>• <b>Plants</b> need water, light and a suitable <b>temperature</b> to grow and stay <b>healthy</b>.</li> <li>• Different <b>vegetation belts</b> and <b>climate zones</b> around the world</li> <li>• <b>Plants</b> and animals depend on each other to survive.</li> </ul>

### What Does a Plant Need to Grow?

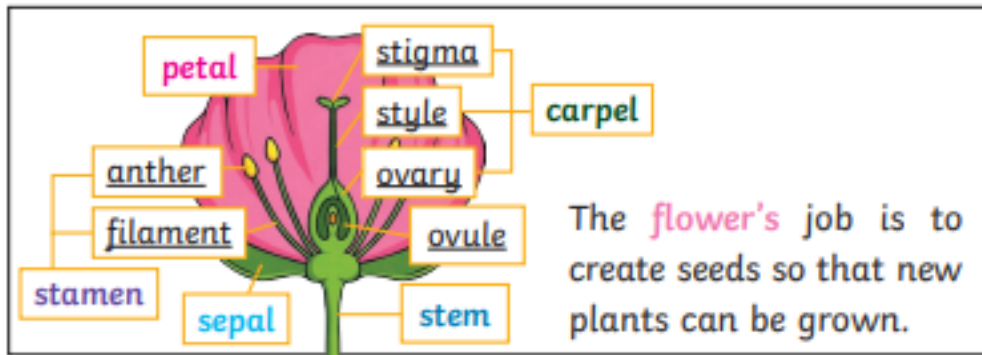


Different plants vary in how much of these things they need. For example, cacti can survive in areas with little water, whereas water lilies need to live in water.

Key Vocabulary	These anchor the plant into the ground and absorb water and <b>nutrients</b> from the soil.	<b>roots</b>
	This holds the plant up and carries water and <b>nutrients</b> from the soil to the <b>leaves</b> . A trunk is the <b>stem</b> of a tree.	<b>stem</b>
	These make food for the plant using sunlight and carbon dioxide from the air.	<b>leaves</b>
	These make seeds to grow into new plants. Their <b>petals</b> attract <b>pollinators</b> to the plant.	<b>flowers</b>
	These substances are needed by a living thing to grow and survive. Plants get <b>nutrients</b> from the soil and also make their own food in their <b>leaves</b> .	<b>nutrients</b>
	When a liquid turns into a gas.	<b>evaporation</b>

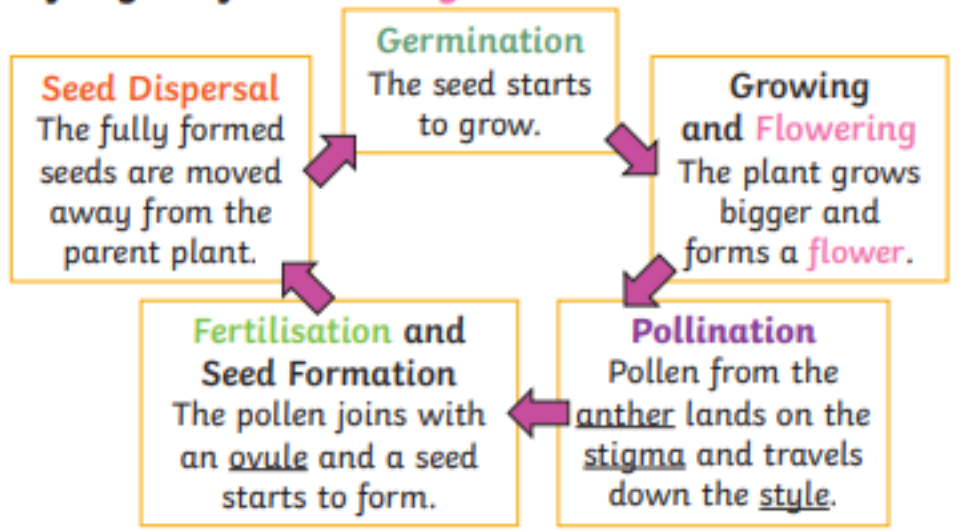
## Key Vocabulary

<b>fertilisation</b>	When the male and female parts of the <b>flower</b> have mixed in order to make seeds for new plants.
<b>petal</b>	The brightly coloured part of the <b>flower</b> that attracts insects to <b>pollinate</b> the plant.
<b>stamen</b>	The male parts of the <b>flower</b> . The <b>stamen</b> is made up of the <b>anther</b> and the <b>filament</b> . The filament's job is to hold up the <b>anther</b> . The job of the <b>anther</b> is to make the pollen.
<b>carpel (pistil)</b>	The female parts of the <b>flower</b> . Made up of the <b>stigma</b> , <b>style</b> and <b>ovary</b> . The job of the <b>style</b> is to hold up the <b>stigma</b> . The <b>stigma</b> collects the pollen when a <b>pollinator</b> brushes by it. The <b>ovary</b> contains the <b>ovules</b> , which are the part of the <b>flower</b> that gets <b>fertilised</b> and eventually becomes the new seed.
<b>sepal</b>	Leaf-like structures that protect the <b>flower</b> and <b>petals</b> before they open out.
<b>pollination</b>	When pollen (a fine powdery substance produced by a <b>flowering</b> plant) is moved from the male <b>anther</b> of a <b>flower</b> to the female stigma.
<b>pollinator</b>	Animals or insects which carry pollen between plants. Examples include birds, bees and bats.
<b>germination</b>	When a seed starts to grow.
<b>seed dispersal</b>	A method of moving the seeds away from the parent plant so that the seeds have the best chance of survival.



The **flower's** job is to create seeds so that new plants can be grown.

## Life Cycle of a Flowering Plant



## Seed Dispersal

Seeds can be dispersed by:





# Year 3 Science Knowledge Organiser

## Biology - Animals Including Humans

### What should I already know?

- All animals need water, air and food to survive.
- The different ways in which humans can be healthy.
- Examples of healthy and unhealthy food choices.

### Key Vocabulary

<b>healthy</b>	in a good physical and mental condition
<b>nutrients</b>	substances that animals need to stay alive and healthy
<b>energy</b>	strength to be able to move and grow
<b>saturated fats</b>	types of fats, considered to be less healthy, that should only be eaten in small amounts
<b>unsaturated fats</b>	fats that give you energy, vitamins and minerals

- Living things need food to grow and to be strong and **healthy**.
- Plants can make their own food, but animals cannot.
- To stay **healthy**, humans need to exercise, eat a **healthy** diet and be hygienic.
- Animals, including humans, need food, water and air to stay alive.

Nutrient	Found in... (examples)	What it does/they do
carbohydrates		provide <b>energy</b>
protein		helps growth and repair
fibre		helps you to digest the food that you have eaten
fats		provide <b>energy</b>
vitamins		keep you <b>healthy</b>
minerals		keep you <b>healthy</b>
water		moves <b>nutrients</b> around your body and helps to get rid of waste

## Key Vocabulary

<b>vertebrate</b>	animals with backbones
<b>invertebrate</b>	animals without backbones
<b>muscles</b>	soft tissues in the body that contract and relax to cause movement
<b>tendons</b>	ords that join muscles to bones
<b>joints</b>	areas where two or more bones are fitted together

vertebrate  
↓  
endoskeleton



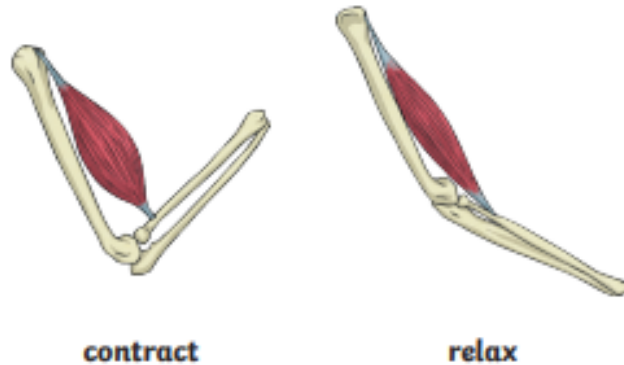
### What should I already know?

- The parts of the human body and what they do.
- There are five types of **vertebrates** (mammals, fish, reptiles, amphibians, birds)
- **Vertebrates** are animals that have a **backbone**.
- Invertebrates are animals that do not have a backbone.
- All animals need water, air and food to survive.
- The different ways in which humans can be healthy.

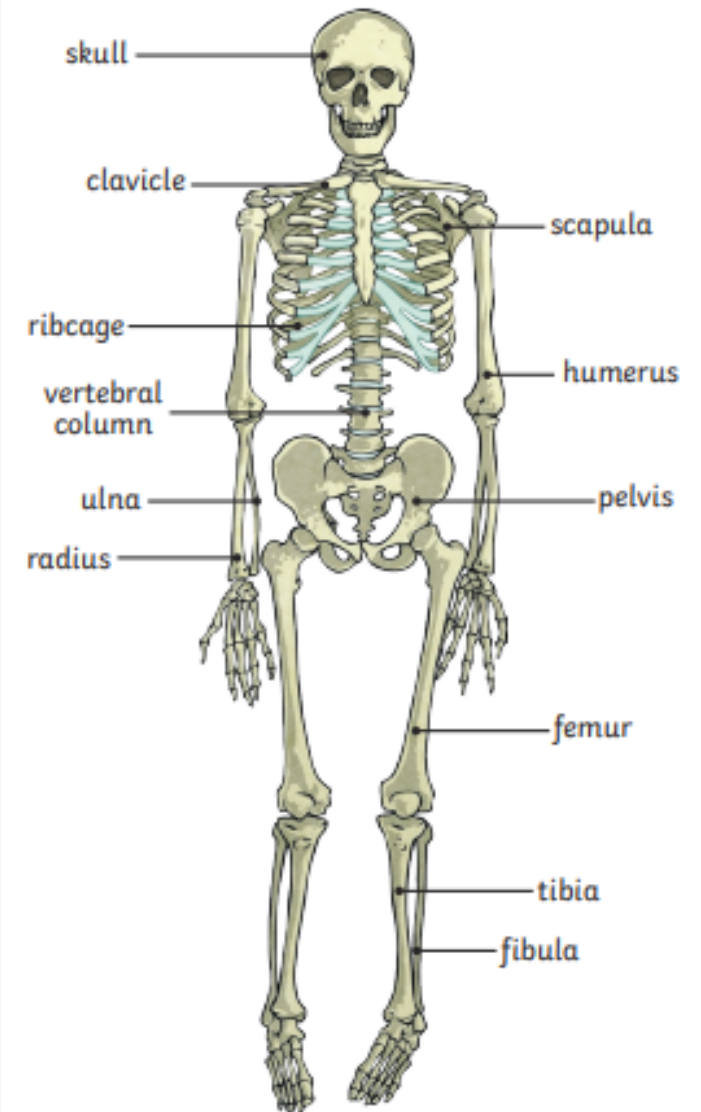
Skeletons do three important jobs:

- protect organs inside the body;
- allow movement;
- support the body and stop it from falling on the floor.

Skeletal **muscles** work in pairs to move the bones they are attached to by taking turns to contract (get shorter) and relax (get longer).



invertebrate  
↓  
exoskeleton      ↓  
hydrostatic skeleton



# Year 4 Science Knowledge Organiser

## Biology - Animals Including Humans

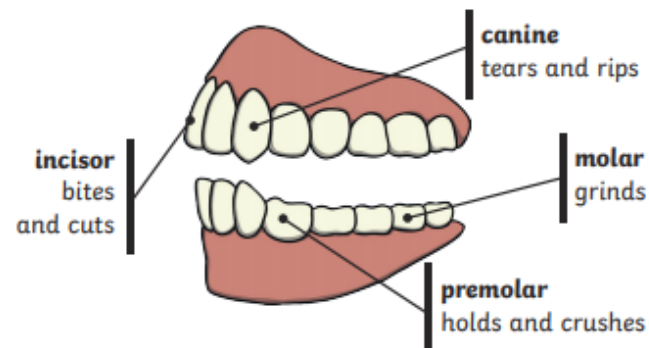
### What should I already know?

- The parts of the human body and what they do.
- All animals need water, air and food to survive.
- The different ways in which humans are healthy.
- Animals get **nutrition** from what they eat.
- Humans and some animals have skeletons and muscles for support, protection and movement.
- What **carnivores, omnivores and herbivores** are.
- **Excretion** is one of the seven living processes.

### Key Vocabulary

<b>digest</b>	Break down food so it can be used by the body.
<b>oesophagus</b>	A muscular tube which moves food from the mouth to the stomach.
<b>stomach</b>	An organ in the digestive system where food is broken down with stomach acid and by being churned around.
<b>small intestine</b>	Part of the intestine where nutrients are absorbed into the body.
<b>large intestine</b>	Part of the intestine where water is absorbed from remaining waste food. Stools are formed in the large intestine.
<b>rectum</b>	Part of the digestive system where stools are stored before leaving the body through the anus.

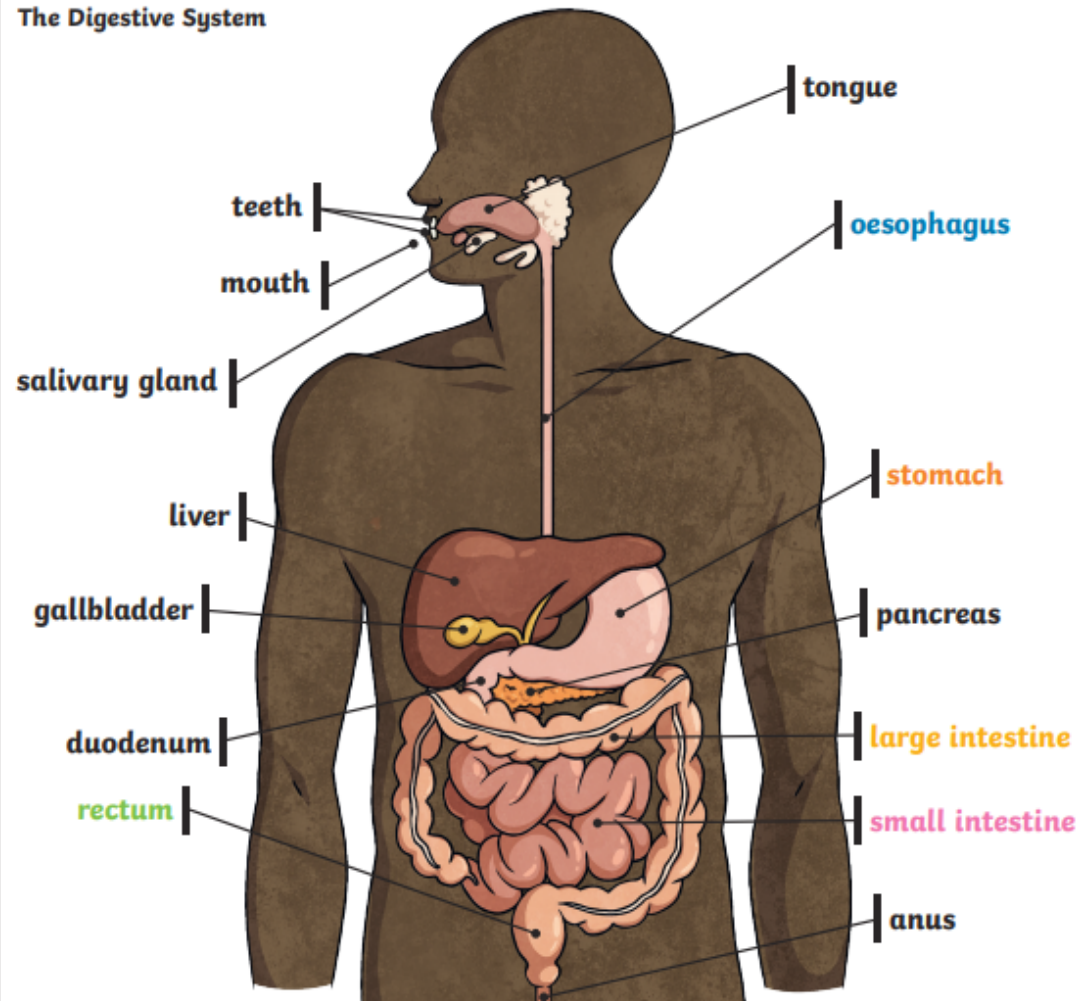
### Human Teeth and Their Functions



Some people have wisdom teeth but they have no function now.

### Key Knowledge

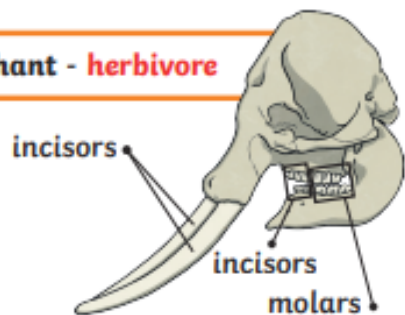
#### The Digestive System



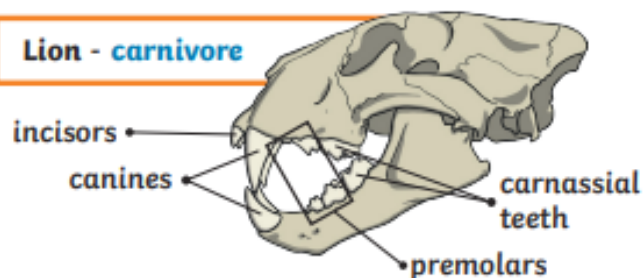
## Key Knowledge

The teeth of an animal are designed to eat different foods depending on the diet of the animal. Examples of a **herbivore**, a **carnivore** and an **omnivore** skull:

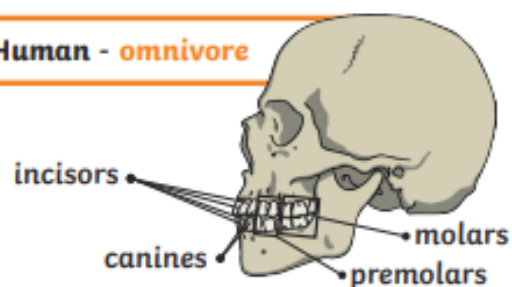
**Elephant - herbivore**



**Lion - carnivore**

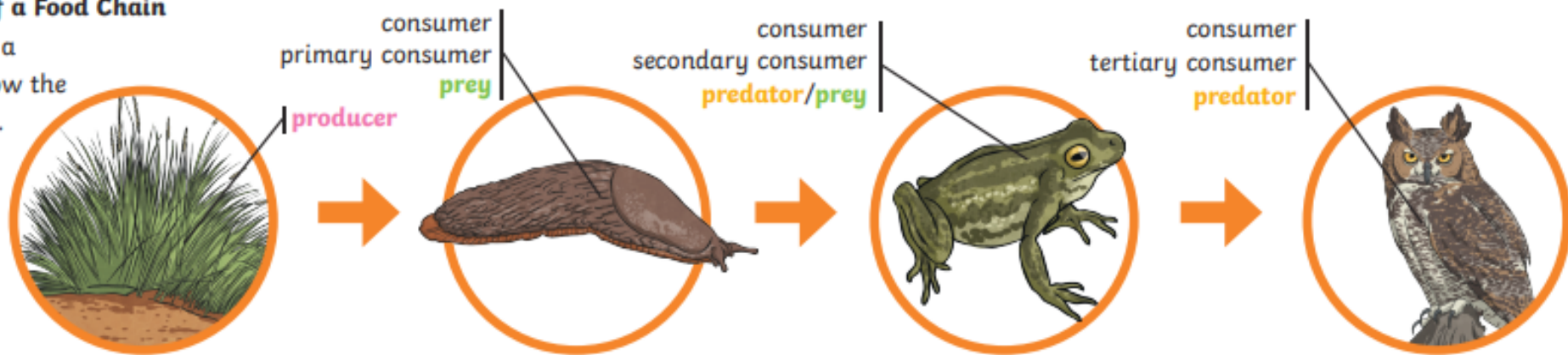


**Human - omnivore**



## An Example of a Food Chain

The arrows in a food chain show the flow of energy.



## Key Vocabulary

<b>herbivore</b>	An animal that eats plants.
<b>carnivore</b>	An animal that feeds on other animals.
<b>omnivore</b>	An animal that eats plants and animals.
<b>producer</b>	A plant that produces its own food.
<b>predator</b>	An animal that hunts and eats other animals.
<b>prey</b>	An animal that gets hunted and eaten by another animal.

## To help prevent tooth decay:

- limit sugary food and drink;
- brush teeth twice daily using a fluoride toothpaste;
- visit your dentist regularly.



# Year 4 Science Knowledge Organiser

## Biology - Living Things and Their Habitats

Key Vocabulary	
<b>organisms</b>	This is another word that can be used to mean 'living things'.
<b>life processes</b>	The things living things do to stay alive.
<b>respiration</b>	A process where plants and animals use oxygen gas from the air to help turn their food into energy.
<b>sensitivity</b>	The way living things react to changes in their <b>environment</b> .
<b>reproduction</b>	The process through which young are produced.
<b>excretion</b>	The process by which living things get rid of waste products.
<b>nutrition</b>	Food which provides living things with energy to live and stay healthy.
<b>habitat</b>	The specific area or place in which particular animals or plants may live.
<b>environment</b>	An <b>environment</b> contains many <b>habitats</b> and these include areas where there are both living and non-living things.
<b>endangered species</b>	A plant or animal where there are not many of their species left and scientists are concerned that the species may become <b>extinct</b> .
<b>extinct</b>	When a species has no more members alive on the planet, it is <b>extinct</b> .

Life Processes	
To stay alive and healthy, all living things need certain conditions that let them carry out the seven <b>life processes</b> :	
<b>Movement</b>	<b>Growth</b>
<b>Respiration</b>	<b>Reproduction</b>
<b>Sensitivity</b>	<b>Excretion</b>
	<b>Nutrition</b>



- What should I already know?**
- Animals can be grouped into **vertebrates** (and then further into fish, reptiles, amphibians, birds and mammals) and **invertebrates**
  - Animals can be grouped into **carnivores**, **herbivores** and **omnivores**.
  - The differences between the teeth of **carnivores** and **herbivores**.
  - The names of some common wild and garden plants and **deciduous** and **evergreen** trees.
  - Examples of **habitats** (including **microhabitats**) and the animals and plants that can be found there.
  - Living things depend on each other to survive.
  - How land use has changed over time and the effects this has on the **environment** (e.g. **urban development**)

Changes to an **environment** can be natural or caused by humans. Changes to an **environment** can have positive as well as negative effects. Here are some examples of things that can change an **environment**.

- Natural*
- earthquakes
  - storms
  - floods
  - droughts
  - wildfires
  - the seasons

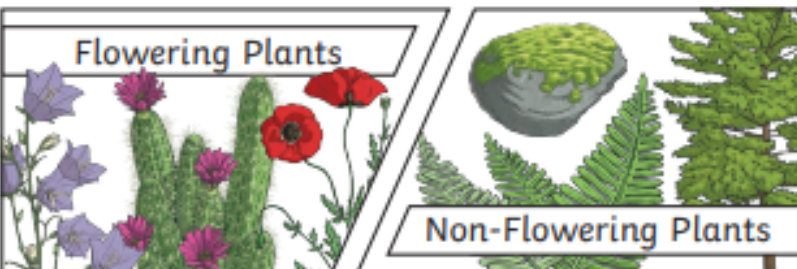
- Human-Made*
- deforestation
  - pollution
  - urbanisation
  - the introduction of new animal or plant species to an **environment**
  - creating new nature reserves

Plants and animals rely on the **environment** to give them everything they need. Therefore, when **habitats** change, it can be very dangerous to the plants and animals that live there.

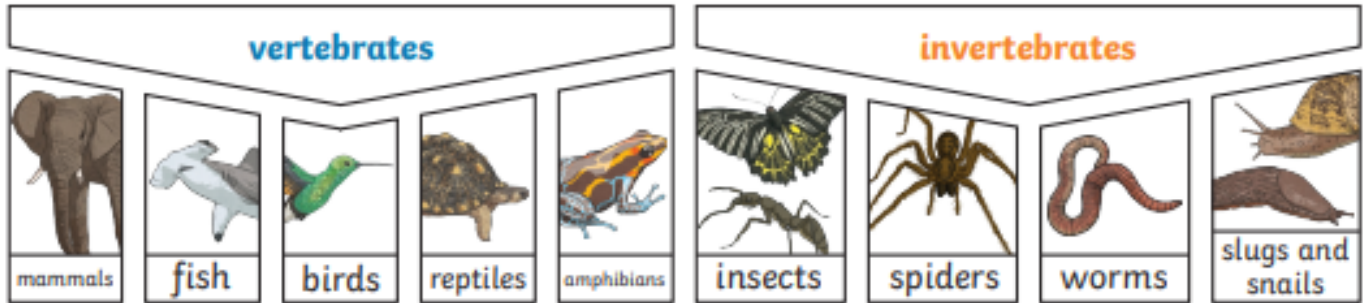
## Key Vocabulary

<b>classification</b>	This is where plants or animals are placed into groups according to their similarities.
<b>vertebrates</b>	Animals with a backbone.
<b>invertebrates</b>	Animals without a backbone.
<b>specimen</b>	A particular plant or animal that scientists study to find out about its species.
<b>characteristics</b>	The distinguishing features or qualities that are specific to a species.

Plants can be sorted into many different groups. For example:



Animals can be grouped in lots of different ways based upon their **characteristics**.

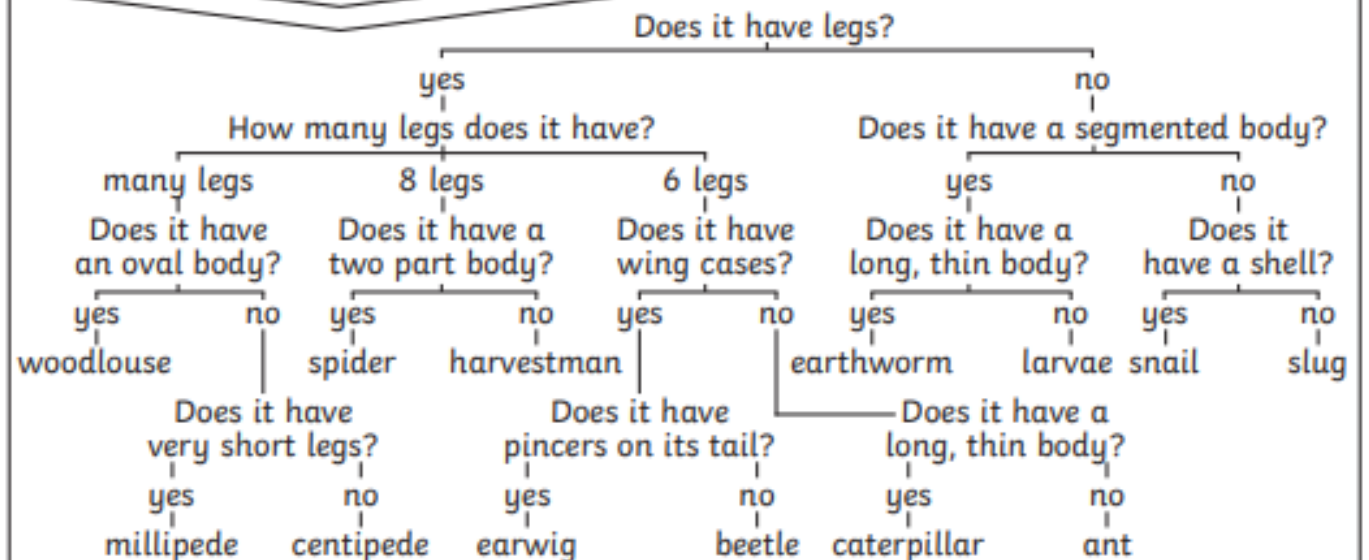


**Vertebrates** can be separated into five broad groups.

You can use **classification** keys to help group, identify and name a variety of living things. Here is an example of a **classification** key:

You could sort **invertebrates** you might see around school in different ways, such as in this example. The vast majority of living things on the planet are **invertebrates**.

### Invertebrate Classification Key



# Year 5 Science Knowledge Organiser

## Biology - Living Things and Their Habitats

### What should I already know?

- Animals can be grouped into **vertebrates** (and then further into fish, reptiles, amphibians, birds and mammals) and **invertebrates**
- Some examples of **life cycles** (including those of plants and humans)
- The processes of **dispersal, fertilisation and germination**
- **Reproduction** is one of the seven life processes.
- Parts of a **plant**, their features and what their **functions** are.
- The work of David Attenborough.
- The word **metamorphic** means 'a change of form' (in the context of rocks)

Key Vocabulary	
<b>asexual reproduction</b>	One parent is needed to create an offspring, which is an exact copy of the parent.
<b>fertilise</b>	The action of fusing the male and female sex cells in order to develop an egg.
<b>gestation</b>	The length of a pregnancy.
<b>life cycle</b>	The journey of changes that take place throughout the life of a living thing including birth, growing up and <b>reproduction</b> .
<b>metamorphosis</b>	An abrupt and obvious change in the structure of an animal's body and their behaviour.
<b>pollination</b>	The transfer of pollen to a stigma to allow <b>fertilisation</b> .
<b>reproduction</b>	The process of new living things being made.
<b>sexual reproduction</b>	Two parents are needed to make offspring which are similar but not identical to either parent.

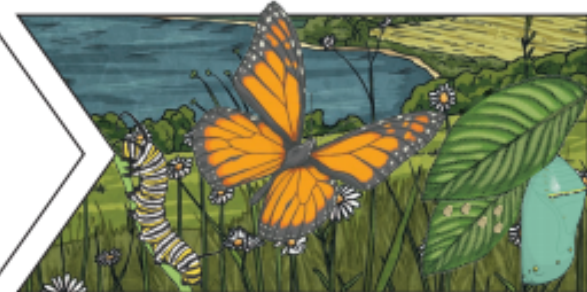
Humans develop inside their mothers and are dependent on their parents for many years until they are old enough to look after themselves.



Amphibians such as frogs are laid in eggs then, once hatched, go through many changes until they become an adult.



Some animals, such as butterflies, go through **metamorphosis** to become an adult.



Birds are hatched from eggs and are looked after by their parents until they are able to live independently.

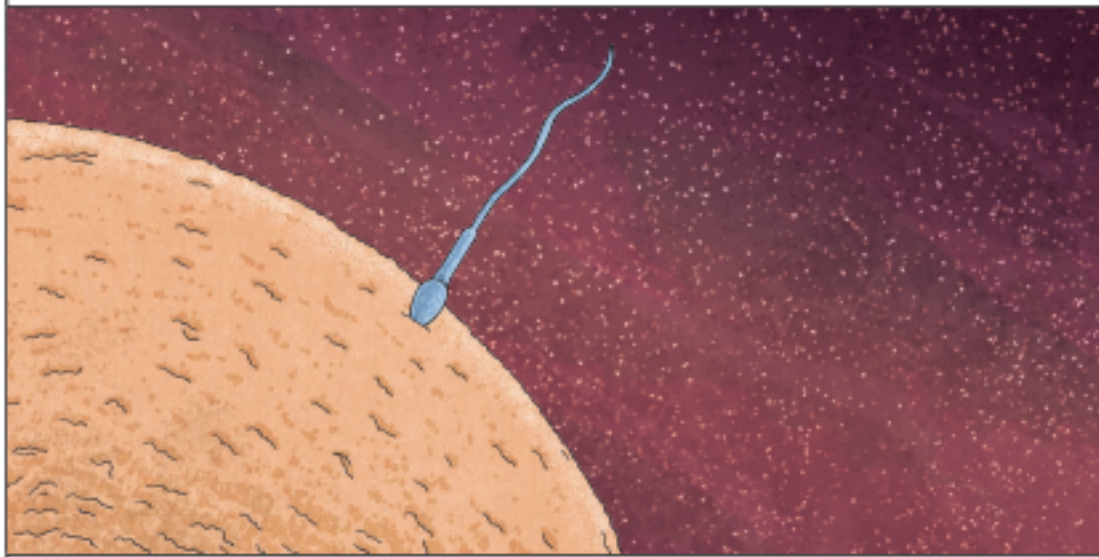


Some living things, such as plants, contain both the male and female sex cells. In others, such as humans, they contain either the male or female sex cell.

### Reproduction in mammals

Mammals use **sexual reproduction** to produce their offspring.

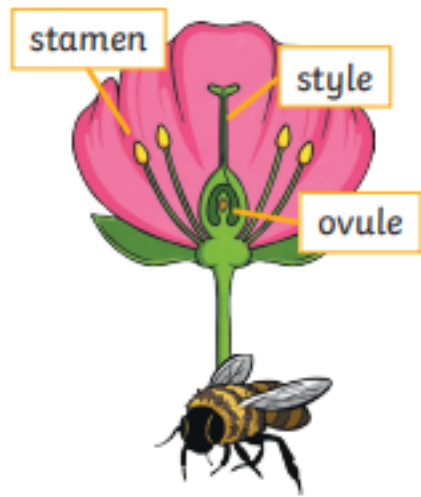
- The male sex cell, called the sperm, **fertilises** the female sex cells.
- The **fertilised** cell divides into different cells and will form a baby with a beating heart.
- The baby will grow inside the female until the end of the **gestation** period when the baby is born.



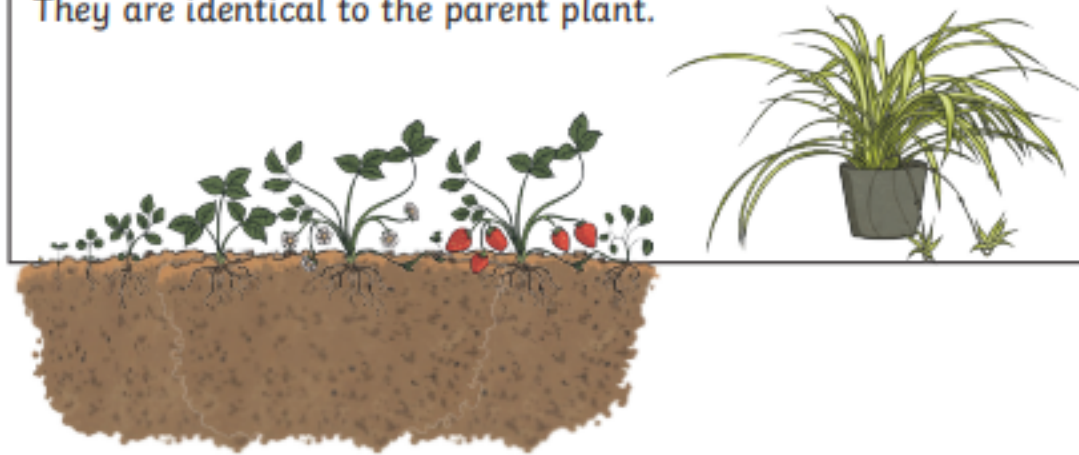
Echidnas and platypus are mammals but they lay eggs rather than giving birth to live young.

### Plants

Most plants contain both the male sex cell (pollen) and female sex cell (ovules), but most plants can't **fertilise** themselves. Wind and insects help to transfer pollen to a different plant. The pollen from the stamen of one plant is transferred to the stigma of another. The pollen then travels down a tube through the style and fuses with an ovule.



Some plants, such as strawberry plants, potatoes, spider plants and daffodils use **asexual reproduction** to create a new plant. They are identical to the parent plant.



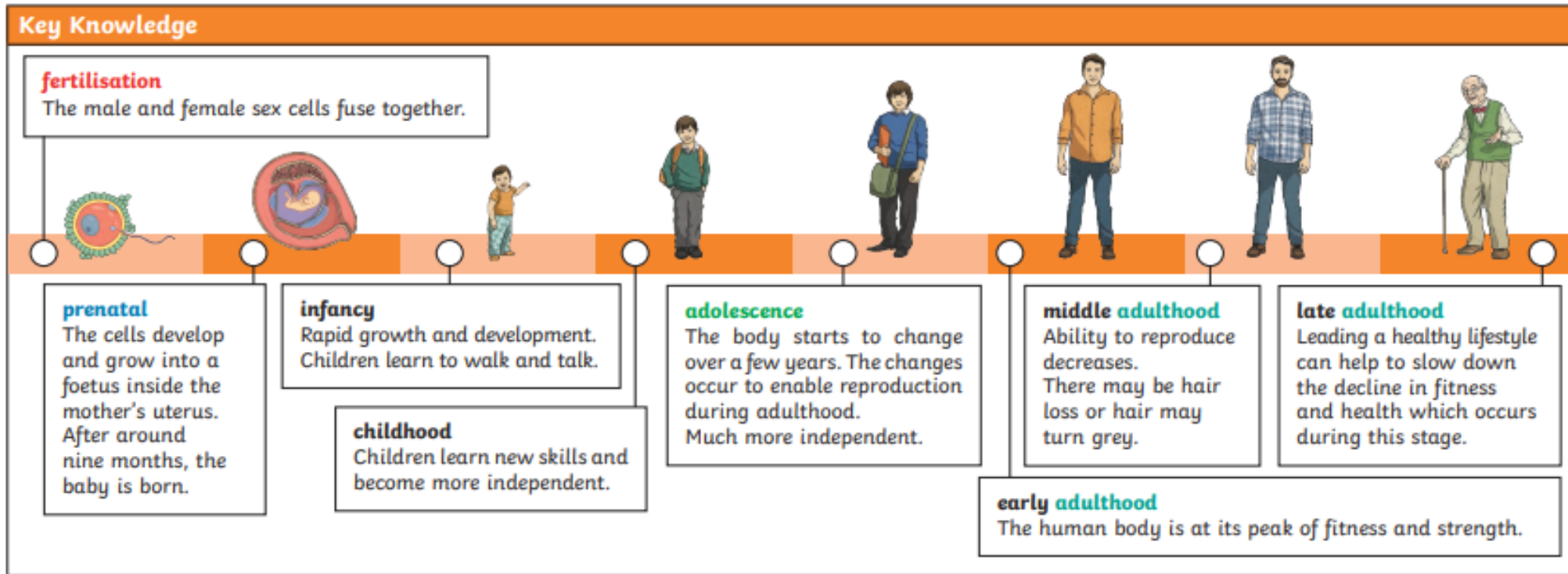


# Year 5 Science Knowledge Organiser

## Biology - Animals Including Humans

### What should I already know?

- Animals can be grouped into **vertebrates** (and then further into fish, reptiles, amphibians, birds and mammals).
- Some examples of **life cycles** (including those of plants and humans)
- **Reproduction and growth** are two of the seven **life processes**.
- How to live a healthy lifestyle.

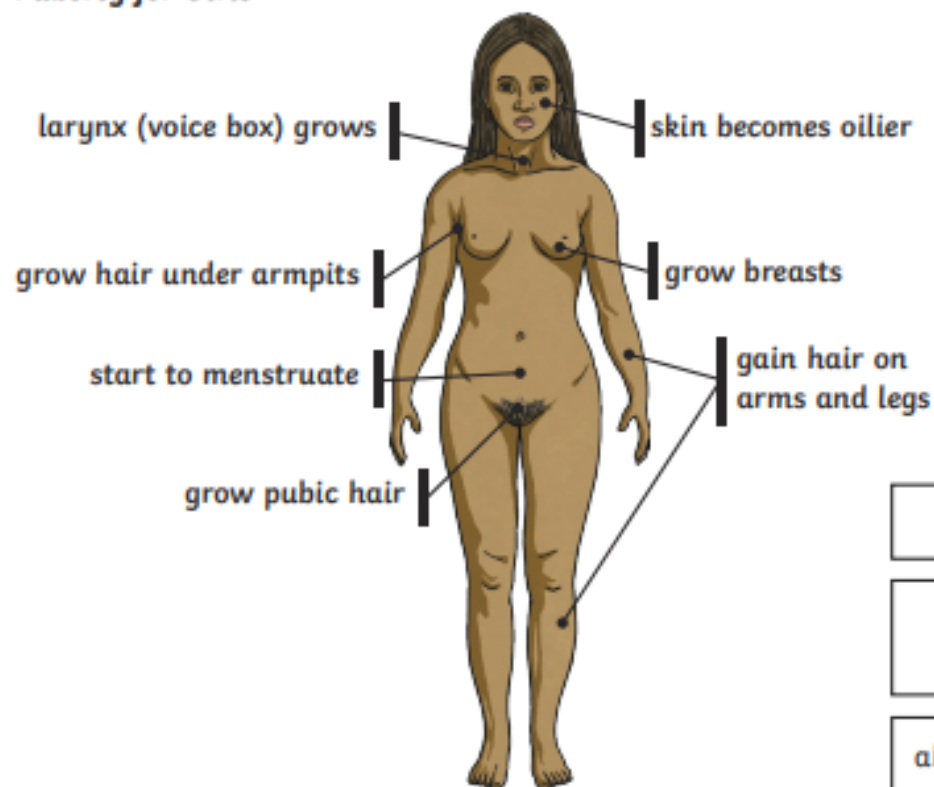


**Key Vocabulary**

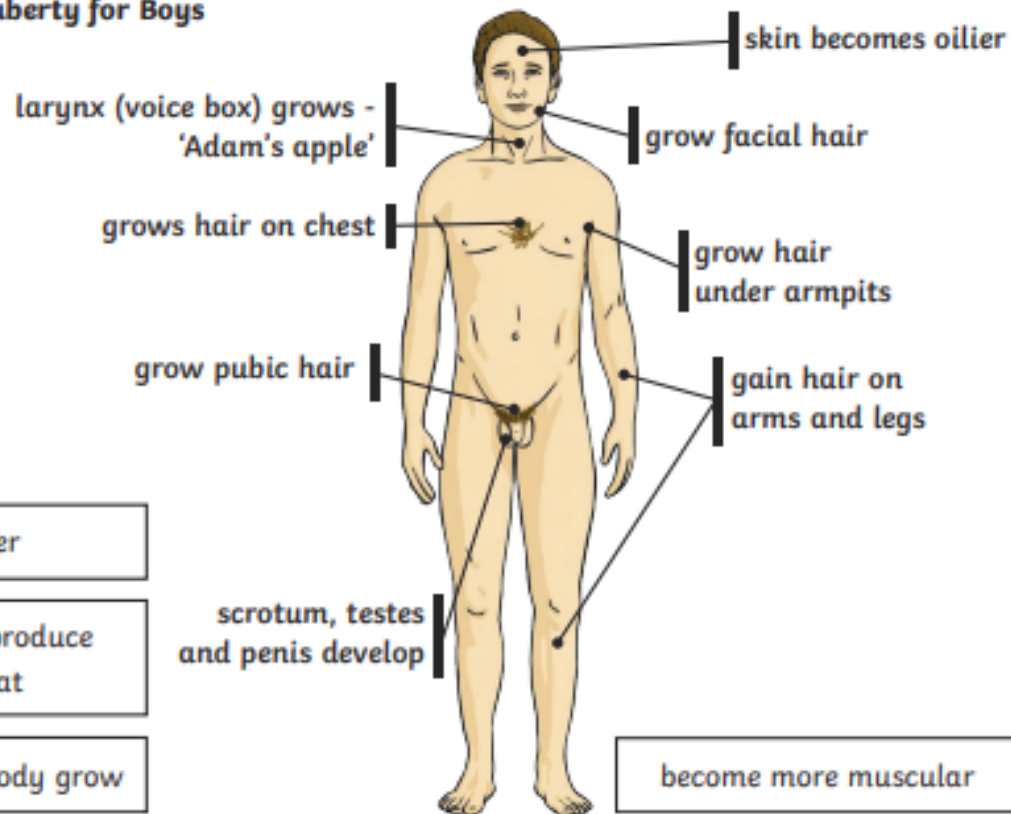
<b>fertilisation</b>	The process of the male and female sex cells fusing together.
<b>prenatal</b>	The stage of development from the time of <b>fertilisation</b> to the time of birth.
<b>gestation</b>	The process or time when prenatal development takes place before birth.
<b>reproduce</b>	To produce young.
<b>asexual reproduction</b>	A process where one parent produces new life.
<b>sexual reproduction</b>	A process where two parents – one male and one female – are required to produce new life.
<b>life cycle</b>	The changes a living thing goes through, including reproduction.

## Key Knowledge

### Puberty for Girls



### Puberty for Boys



grow taller

sweat glands produce more sweat

all parts of the body grow

## Key Vocabulary

<b>adolescence</b>	The social and emotional stage of development between childhood and <b>adulthood</b> .
<b>puberty</b>	The physical stage of development between childhood and <b>adulthood</b> .
<b>menstruation</b>	When the female body discharges the lining of the uterus. This happens approximately once a month.
<b>adulthood</b>	The stage of development when a human is fully grown and mature.
<b>life expectancy</b>	The length of time, on average, that a particular animal is expected to live.

# Year 6 Science Knowledge Organiser

## Biology - Living Things and Their Habitats

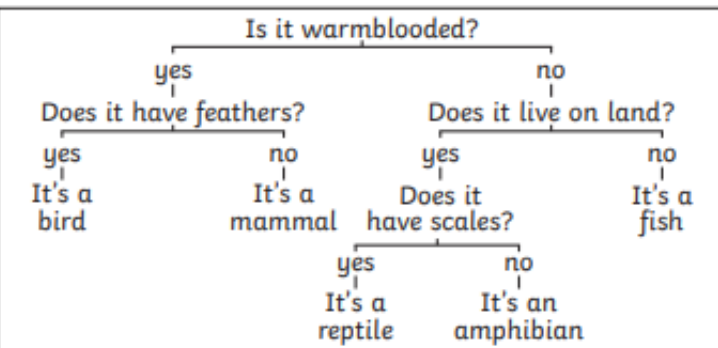
### What should I already know?

- Animals can be grouped into **carnivores**, **herbivores** and **omnivores**. They can also be grouped into **vertebrates** and **invertebrates**.
- **Organisms** can be **classified** and we can use a **classification key** to identify them.
- Examples of **habitats** (including **microhabitats**) and the **organisms** that can be found there.
- Living things depend on each other to survive.
- How **environments** are changing.
- The relationships between **predators** and **prey**.
- **Food chains** demonstrate the direction in which **energy** travels.
- How **organisms** have **adapted** and **evolved** over time.

### Key Vocabulary

<b>characteristics</b>	Special qualities or appearances that make an individual or group of things different to others.
<b>classify</b>	To sort things into different groups.
<b>taxonomist</b>	A scientist who classifies different living things into categories.
<b>key</b>	A <b>key</b> is a series of questions about the <b>characteristics</b> of living things. A <b>key</b> is used to identify a living thing or decide which group it belongs to by answering 'yes' or 'no' questions.

Scientists, called Taxonomists, sort and group living things according to their similarities and differences.



### Classification

In 1735, Swedish Scientist Carl Linnaeus first published a system for **classifying** all living things. An adapted version of this system is still used today: The Linnaeus System.



Living things can be **classified** by these eight levels. The number of living things in each level gets smaller until the one animal is left in its species level. This is how a dog would be classified.

<b>Domain: Eukarya</b>	jackal, clownfish, cat, dog, ladybird, daisy, rabbit, fox
<b>Kingdom: Animals</b>	jackal, clownfish, cat, dog, ladybird, rabbit, fox
<b>Phylum: Chordata</b>	jackal, clownfish, cat, dog, rabbit, fox
<b>Class: Mammals</b>	jackal, cat, dog, rabbit, fox
<b>Order: Carnivore</b>	jackal, cat, dog, fox
<b>Family: Canidae</b>	jackal, dog, fox
<b>Genus: Canis</b>	jackal, dog
<b>Species: Lupus</b>	dog

Each group allows scientists to observe and understand the **characteristics** of living things more clearly. They group similar things together then split the groups again and again based on their differences.



Key Vocabulary	
<b>bacteria</b>	A single-celled <b>microorganism</b> .
<b>microorganism</b>	An organism that can only be seen using a <b>microscope</b> , e.g. <b>bacteria</b> , mould and yeast.
<b>microscope</b>	A piece of equipment that is used to view very tiny ( <b>microscopic</b> ) things by magnifying their appearance.
<b>species</b>	A group of animals that can reproduce to produce fertile offspring.

Helpful Microbes	Harmful Microbes
<b>Bacteria</b> – cheese	<b>Bacteria</b> – salmonella is a bacterium that can lead to food poisoning
Yeast – wine	Virus – chicken pox and flu are examples of viral diseases
<b>Bacteria</b> – yoghurt	Fungi – athlete's foot
Yeast – bread dough	<b>Bacteria</b> – plaque
Penicillium fungi - antibiotics	Fungi - mould

**Microorganisms**

**Microorganisms** are viruses, **bacteria**, moulds and yeast. Some animals (dust mites) and plants (phytoplankton) are also **microorganisms**.

**Microorganisms** are very tiny living things that can only be seen using a **microscope**. They can be found in and on our bodies, in the air, in water and on objects around us.

