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| **Living things and their habitats**The children will be taught:* the meaning of vertebrate and invertebrate
* that vertebrates are: fish, amphibians, reptiles, birds or mammals
* that invertebrates are: snails ,slugs, worms, spiders and insects
* that plants are grouped as flowering plants, non-flowering plants
* how to read and draw keys to identify living things around school
* to identify changes in a habitat or micro-habit across the school year
* how humans can have both positive and negative impacts on a habitat/environment
 | **States of matter**The children will be taught:* to group solids, liquids and gases by using their properties
* how temperature can alter the physical state of a material by freezing and melting it
* to use the scientific terms of evaporation and condensation correctly
* how to investigate how the rate of evaporation is linked to temperature
* what happens in the water cycle.
 | **Sound**The children will be taught:* that vibration creates sound
* that sound must travel from a vibrating object to their ears and how they hear
* about what materials sound can travel through easily
* the difference between pitch and volume
* how to change the pitch of sound
* how to change the volume of a sound
* why sounds are fainter the further away they are.
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| **Animals including humans**The children will be taught:* to identify the position and function of the main organs involved in digestion
* to identify the position and function of the teeth (incisors, canines and molars)
* how to keep their teeth healthy
* what a food chain is and how to sequence information to make them
* what the terms producers, predators and prey mean and give examples within food chains.
 | **Electricity**The children will be taught:* that electricity can come from either a mains supply or a battery and why we only use batteries at school when making circuits
* the names of different electrical components ( battery, bulb, wire, buzzer)
* how to construct simple series electrical circuits and how to identify reasons why circuits might not work
* how a switch works to control electricity
* To identify materials that are conductors and insulators of electricity
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| **Working scientifically. The children will have the opportunity to:*** ask relevant questions and use different types of scientific enquiries to answer them
* set up simple practical enquiries, using both comparative and fair tests
* make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
* gather, record, classify and present data in a variety of ways to help in answering questions
* record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
* identify differences, similarities or changes related to simple scientific ideas and processes
* use straightforward scientific evidence to answer questions or to support their findings.
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