|  |  |  |  |
| --- | --- | --- | --- |
| **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. |
| **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 | |
| **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. | | | |