

<p style="text-align: center;"><u>Living things and their habitats</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • 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 	<p style="text-align: center;"><u>States of matter</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;"><u>Sound</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • 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.
<p style="text-align: center;"><u>Animals including humans</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • 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. 	<p style="text-align: center;"><u>Electricity</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • 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 	
<p style="text-align: center;"><u>Working scientifically. The children will have the opportunity to:</u></p> <ul style="list-style-type: none"> • 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. 		