

<p style="text-align: center;"><u>Forces and magnets</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • that forces make things move, stop moving or change the direction of their movement • what friction is and which types of surface make moving an object easier or harder • that magnetic forces do not need direct contact with some objects to work • what the words repel and attract mean when using magnets with materials • that only metal will be attracted to a magnet, but not all metals will do so • how a magnet works • that a magnet has a north and south pole • why magnets may attract or repel each other. 	<p style="text-align: center;"><u>Plants</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • to identify roots, stems, leaves and flowers on different plants and know their functions • about what conditions a plant needs to grow and stay healthy. • why plants need their own space to grow • the direction that water travels through a plant • to identify the stigma, stamen and petal of a flowering plant • that pollen is made in the stamen and eggs in the stigma • how petals/flowers help to attract insects • what the word pollination means • to make observations of a plant's development and identify where new seeds develop. 	<p style="text-align: center;"><u>Rocks</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • to describe the appearance of a rock as smooth/rough, grainy, with crystals or layers, are attractive and their colours • how to test the hardness of rocks • how to test the permeability of rocks • what fossils are, where they can be found and how they are made • that rocks can be worn down or broken up over time • that soil is made when rocks are worn down or organic material dies • to describe differences in appearance between types of soil.
<p style="text-align: center;"><u>Animals including humans</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • that animals must eat to get the nutrition needed to stay alive and healthy • the names of the major food groups and explain how some of them help us • what the main functions of skeletons and muscles are • about how movement is different between animals with and without skeletons • to identify and name the main bones in the human body. 	<p style="text-align: center;"><u>Light</u></p> <p>The children will be taught:</p> <ul style="list-style-type: none"> • to identify natural or man-made sources of light • that light travels into the eyes and is not made by the eye • that light hitting shiny objects will be reflected • what the terms opaque, transparent and translucent mean • what creates a shadow and investigate how shadows can be made bigger, shorter, longer and shorter. 	
<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. 		