

Fladbury CE VA First School Curriculum

Science

At Fladbury, our science curriculum inspires our children to be curious about the world, and how it works. Through enthusiastic and carefully planned teaching children will develop a sense of excitement and awe and wonder of natural phenomena. We aim to ensure that all pupils develop scientific knowledge and conceptual understanding through the disciplines of biology, physics and chemistry; through participating in investigations and developing an open mind. Children develop an understanding of how science has changed our lives and impacts upon our bright futures.

“Happy Hearts, Open Minds, Bright Futures.”

“Science aims to stimulate our natural curiosity in finding out why things happen in the way they do. It teaches methods of enquiry and investigation to stimulate creative thought.” National Science

Intent	Implementation	Impact
<p>What will take place before teaching in the classroom?</p>	<p>What will this look like in the classroom indoors and the classroom outdoors?</p>	<p>How will this be measured?</p>
<p>The school’s senior leadership team will:</p> <ul style="list-style-type: none"> • Lead the school staff to develop a clear overarching curriculum intent which drives the ongoing development and improvement of all curriculum subjects. • Ensure that the curriculum leaders have appropriate time to develop their specific curriculum intent through careful research and development. • Provide sufficient funding to ensure that implementation is high quality. 	<p>Our teaching sequence will:</p> <ul style="list-style-type: none"> • Start with what the children know, understand, are able to do and able to say. Daily Review: Revisit previous learning. • Provide information and scientific concepts. • Introduce key vocabulary to be used and its meaning. • Provide opportunities for the children to investigate, sort and classify in a variety of contexts. • Obtain and present evidence through observations, comparisons and collected data. • Consider and evaluate evidence making connections with scientific knowledge and understanding. • Making conclusions 	<p>Pupil Voice will show:</p> <ul style="list-style-type: none"> • A developed understanding of the methods and skills of scientists at an age appropriate level through using differentiated scientific investigation proformas. • A secure understanding of the key techniques and methods for each key area of the curriculum: field work, place and location knowledge, and human and physical knowledge. • A progression of understanding, with appropriate vocabulary which supports and extends understanding. • Confidence in discussing science, their own work and identifying their own strengths and areas for development
<p>The curriculum leader will:</p> <ul style="list-style-type: none"> • Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery. • Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as scientists. • Ensure an appropriate progression of science skills and knowledge is in place over time so that pupils are supported to be the best scientists they can be, and challenge teachers to support struggling scientists and extend more competent ones. • Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning. • Identify scientists who underpin specific areas of the curriculum and raise aspirations for pupils. • Keep up to date with current science-teaching research and subject development through an appropriate subject body or professional group. 	<p>Our classrooms will:</p> <ul style="list-style-type: none"> • Provide appropriate quality equipment for each area of the curriculum. • Where appropriate, science learning is displayed to include high quality WAGOLs, actual pieces of work and known scientists and carefully chosen vocabulary. • Be organised so that pupils can work in small groups or whole class as appropriate to support pupils in their development of their skills. 	<p>Displays around school and books will show:</p> <ul style="list-style-type: none"> • Pupils have had opportunities for practice and refinement of skills. • A varied and engaging curriculum which develops a range of scientific understanding and skills. • Developed and final pieces of work which showcase the skills learned, outlining the steps and stages of investigations • Clear progression of skills in line with expectations set out in the progression grids. • That pupils, over time, develop a range of skills and techniques across all of the areas of the scientific curriculum.

Happy Hearts	Open Minds	Bright Futures
		
<p>Through our Science Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy hearts', we will learn about our world, bodies and space to discover how things work and why they work the way they do. This fascination will in turn lead us to find joy in the amazing way our world works.</p> <p>Pupils will develop a sense of awe and wonder through carrying out scientific enquiries and discovering new knowledge about our bodies and the world around us. They will be encouraged to develop a sense of excitement and joy about natural phenomena.</p> <p>Our children will nurture an enjoyment of Science through carefully planned and enthusiastically delivered learning opportunities. For example, through workshops, carrying out investigations and by going on trips. Thus, creating an intrinsic passion for Science.</p>	<p>Through our Science Curriculum, we will learn to foster an 'Open Mind' about discovering the way in which our world works, why things are the way they are and raise further questions about our understanding of the world. Our Christian value of 'wisdom' will support our desire to acquire new knowledge and to ask questions when we need to further our understanding.</p> <p>The Science curriculum at Fladbury encourages our children to explore the way our world works and open their minds to new discoveries.</p> <p>Children are encouraged to ask questions when investigating and exploring scientific topics. Children are encouraged to think carefully about the way the world works and to be curious about understanding it. This will allow children to have an open mind about predicting how things will behave and explanations on what is happening.</p> <p>The natural curiosity of children at Fladbury is encouraged and nurtured to allow children to have an open mind and make their own discoveries.</p>	<p>Through learning about Science, children are given a sense of hope for their bright future and the impact that they could have upon it within their lifetimes. Science is continually developing and children will begin to understand that people are still discovering new ideas. This will equip the children with wisdom to use what they know to influence their decisions moving forwards.</p> <p>Children develop a scientific perspective by placing their growing knowledge into different contexts and therefore being able to apply their knowledge in their futures.</p> <p>Children will be given the opportunity to widen their horizons by having an in depth knowledge of the wider world as well as how Science can apply to their daily lives and futures. Children will learn to be curious about the world and understand its importance to the world's future prosperity which will be part of their bright future too. Science gives us hope as we develop our understanding of what is around us and discover new exciting developments that could help us in the future.</p>

Age Related Statutory Coverage - Working Scientifically	
Key Stage 1	Lower Key Stage 2
<ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.

Age Related Statutory Coverage

EYFS	Year 1	Year 2	Year 3	Year 4
<p>DM:</p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Talk about the differences between materials and changes they notice. Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal Begin to understand the need to respect and care for the natural environment and all living things. Explore and talk about different forces they can feel. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand the effect of changing seasons on the natural world around them. <p>ELG's:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter 	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals Including Humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Everyday Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. 	<p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a variety of plants and animals in their habitats, including microhabitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Animals Including Humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Uses of Everyday Materials</p> <ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>Animals Including Humans</p> <ul style="list-style-type: none"> Identify the right types and amount of nutrition, and how they get nutrition from what they eat Identify how humans have skeletons and muscles for support, <p>Rocks</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. <p>Light</p> <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change. 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Animals Including Humans</p> <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. <p>States of Matter</p> <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it

			<p>Forces and Magnets</p> <ul style="list-style-type: none">• Compare how things move on different surfaces• Notice that some forces need contact between two objects, but magnetic forces can act at a distance• Observe how magnets attract or repel each other and attract some materials and not others• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials• Describe magnets as having two poles• Predict whether two magnets will attract or repel each other, depending on which poles are facing.	<ul style="list-style-type: none">• Recognise that sounds get fainter as the distance from the sound source increases. <p>Electricity</p> <ul style="list-style-type: none">• Identify common appliances that run on electricity• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• Recognise some common conductors and insulators, and associate metals with being good conductors.
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Our curriculum for 22-23 has been specifically designed to meet the needs of the children in our current groups and classes. This is likely to change again next year due to ever-changing year group numbers and class structures.

	Autumn	Spring	Summer
Maple	<ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. <ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. 		
Elm	<p>Plants</p> <p>Animals Including Humans</p> <p>Materials</p> <p>Seasonal Change</p>	<p>Plants</p> <p>Animals Including Humans</p> <p>Materials</p> <p>Seasonal Change</p>	<p>Plants</p> <p>Animals Including Humans</p> <p>Materials</p> <p>Seasonal Change</p>
Ash	<p>Aut 1: States of Matter</p> <p>Aut 2: Animals Including Humans Y4</p> <p>Materials</p>	<p>Aut 1: States of Matter</p> <p>Aut 2: Animals Including Humans Y4</p>	<p>Aut 1: States of Matter</p> <p>Aut 2: Animals Including Humans Y4</p>
Oak	<p>Aut 1: States of Matter</p> <p>Aut 2: Animals Including Humans Y4</p>	<p>Aut 1: States of Matter</p> <p>Aut 2: Animals Including Humans Y4</p>	<p>Aut 1: States of Matter</p> <p>Aut 2: Animals Including Humans Y4</p>

Animals Including Humans				
	Year 1	Year 2	Year 3	Year 4
Knowledge	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body links with each sense. Understand how to take care of animals taken from their local environment Learn the names of the main body parts 	<ul style="list-style-type: none"> Describe the basic needs of animals including humans for survival (water, food and air) Know the importance for humans of exercise, eating the right amounts of different types of food and hygiene Explore the life cycle of a human and notice that animals, including humans, have offspring which grow into adults 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food They get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey.
Working Scientifically	<ul style="list-style-type: none"> Use observations to compare and contrast animals at first hand or through videos and photographs Describe how they identify and group animals Group animals according to what they eat and simple criteria Use their senses to compare different textures, sounds and smells. 	<ul style="list-style-type: none"> Observe, through video or first-hand observation and measurement, how different animals, including humans, grow Ask questions about what things animals need for survival and what humans need to stay healthy Suggest ways to find answers to their questions. 	<ul style="list-style-type: none"> Identify and group animals with and without skeletons and observe and compare their movement Explore ideas about what would happen if humans did not have skeletons Compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat Research different food groups and how they keep us healthy and design meals based on what they find out. 	<ul style="list-style-type: none"> Compare the teeth of carnivores and herbivores, and suggest reasons for differences Find out what damages teeth and how to look after them Draw and discuss their ideas about the digestive system and compare them with models or images.
Investi	<ul style="list-style-type: none"> Label a human body large scale 	<ul style="list-style-type: none"> Clean v dirty hands experiment Exercise experiments (pulse rate etc) 	<ul style="list-style-type: none"> Observing human skeleton <ul style="list-style-type: none"> - Split pin man - X-rays Design an eat well plate 	<ul style="list-style-type: none"> Egg shell test – reaction to various substance, milk, coke, vinegar, water Small intestine tights investigation
Vocabulary	<ul style="list-style-type: none"> Fish, amphibians, reptiles, birds and mammals, pets, carnivores, herbivores and omnivores Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth 	<ul style="list-style-type: none"> Year 1 + offspring, survival, exercise, growth, baby, toddler, child, survival teenager, adult and egg, hygiene 	<ul style="list-style-type: none"> Skeleton, muscle, contract, relax, joint, bone, skull, ribcage, pelvis, femur, food groups, carbohydrates, proteins, dairy, fats, sugars, vitamins, minerals, fibre, growth, repair, health, energy, vertebrate, invertebrate, exoskeleton 	<ul style="list-style-type: none"> Oesophagus, stomach, small and large intestines, carbohydrates, proteins, digestive system, colon, dairy, fats, sugars, vitamins, minerals, fibre, growth, repair, health, energy, vertebrate, invertebrate, bone, skull, ribcage, pelvis and femur Saliva, canine, incisor, molar, enamel, plaque

Biology - Plants				
	Year 1	Year 2	Year 3	Year 4
Knowledge	<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. 	<ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Describe what plants needs for survival such as water, light and a suitable temperature to grow and stay healthy. Identify plants within habitats and micro-habitats 	<ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Observe, investigate and know the way in which water is transported within plants Know the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
Working Scientifically	<ul style="list-style-type: none"> Observe closely, perhaps using magnifying glasses, and compare and contrast familiar plants; Describe how they were able to identify and group them, and draw diagrams showing the parts of different plants including trees. Keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants. 	<ul style="list-style-type: none"> Observe the local environment Explore the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants Record with some accuracy the growth of a variety of plants as they change over time Observe similar plants at different stages of growth. 	<ul style="list-style-type: none"> Compare the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser Discover how seeds are formed by observing the different stages of plant life cycles over a period of time Look for patterns in the structure of fruits that relate to how the seeds are dispersed. Observe how water is transported in plants 	
investigations	<ul style="list-style-type: none"> Plant a seed within the school grounds/forest school/eco area, to record changes over time. Time 	<ul style="list-style-type: none"> Comparative test to show that plants need light and water to stay healthy 	<ul style="list-style-type: none"> Go to the community orchard and look at the blossom trees (plant life cycle) Placing cut, white carnations into coloured water and observe how water travels up the stem to the flowers. Test the effect of fertiliser or light on different types of plants and measure their growth over a set period of time. 	
vocabulary	<ul style="list-style-type: none"> Deciduous, Evergreen, Blossom, leaves, flowers (blossom), fruit, seed, trunk, branches, flowering plant, trees Petals, Roots, Bulb, Stem, Temperature, Growth 	<ul style="list-style-type: none"> Year 1+ temperature, water, light, healthy, germination, growth, survival and reproduction 	<ul style="list-style-type: none"> Anchor, nutrients, transport, seeds, carbon dioxide, sunlight, absorb, soil, evaporate, temperature, petal, stamen, filament, stigma, style, ovary, ovule, pollen tube, pollination and fertilization, blossom 	

Living Things and their Habitats				
	Year 1	Year 2	Year 3	Year 4
Knowledge		<ul style="list-style-type: none"> Explore the difference between things that are living, dead and that which was never alive. Identify that most living things live in habitats, explain what a habitat is, how these can be the same or different, and how some animals and plants suit one habitat better than another. Describe how different habitats provide for the basic needs of different kinds of animals and plants Identify and name a variety key plants and animals from a variety of habitats including micro-habitats The adaptations these plants and animals have to survive these habitats. Know how these animals and plant depend on each other for survival. What a food chain is and why they are important. Understand interdependency and food chains, explained thorough diagrams, written and spoken presentations Understand what a food source is. 		<ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things
Working Scientifically		<ul style="list-style-type: none"> Sort and classify things according to whether they are living, dead or were never alive, and recording their findings using charts. Describe how they decided where to place things, exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. Construct a simple food chain that includes humans (e.g. grass, cow, human). Describe the conditions in different habitats and micro- habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there. 		<ul style="list-style-type: none"> use and make simple guides or keys to explore and identify local plants and animals make a guide to local living things raise and answer questions based on their observations of animals and what they have found out about other animals that they have researched.
investigations		<ul style="list-style-type: none"> Explore and record through questioning 		<ul style="list-style-type: none"> Investigate invertebrates first hand
Vocabulary		<p>Living habitat, Energy Food chain Predator Prey Woodland desert Source Adapt. Living, dead alive, non-living, micro habitat,</p>		<p>Amphibians, reptiles and mammal, vertebrates, invertebrates and insects</p>

Everyday Materials (Inc. Rocks)				
	1	2	3	4
Known	<ul style="list-style-type: none"> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<ul style="list-style-type: none"> Identify the suitability of a variety of everyday materials. Understand how some materials can be changed. Recall the importance of recycling. Identify inventors whom have created a range of materials; ie. Dunlop, macintosh and mcadam. 	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees celsius (°c) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
Working Scientifically	<ul style="list-style-type: none"> Performing simple tests to explore questions, for example: 'What is the best material for an umbrella? ...for lining a dog basket? ...for curtains? ...for a bookshelf? ...for a gymnast's leotard?' 	<ul style="list-style-type: none"> Compare a variety of everyday materials. Explore how materials can be used for more than one thing. Observe to classify uses. Record observations. Sort and justify materials suitable to recycle. 	<ul style="list-style-type: none"> Observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time. Use a hand lens to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Explore different soils, identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. Raise and answer questions about the way soils are formed. 	<ul style="list-style-type: none"> Grouping and classifying a variety of different materials Exploring the effect of temperature on substances. Research the temperature at which materials change state. Observe and record evaporation over a period of time.
Investigations	<ul style="list-style-type: none"> Is a piece of wood bendy? Perform through raising and answering questions. 	<ul style="list-style-type: none"> Suitability for purposes 	<ul style="list-style-type: none"> Observe different types of rock using a hand lens. Investigate what rocks are best used for in everyday life by testing what happens in water, rubbed together, acid rain. Test different types of soil in water to test how adsorbent they are. Create their own type of fossil. Explore the graveyard next to school to identify rocks and how they have changed over time. 	<ul style="list-style-type: none"> Examining a puddle in the playground or washing on a line for evaporation. – also paper towel in various locations. Melting chocolate/ice Insulators – testing different materials in boiling water to see which allows heat to pass through easily and which doesn't e.g. Metal, plastic, wood. Condensation on a cold mirror/window.
Vocabulary	Materials, wood, plastic, glass, metal, water, and rock, hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent, brick, paper, fabrics, elastic, foil (other materials).	Year 1 and squashing, bending, twisting and stretching.	Rock, limestone, sandstone, slate, marble, chalk, granite, crystals, fossils, soil, organic matter, sedimentary, igneous, metamorphic, rock cycle, pressure, minerals, durable, permeable, non-permeable	Condensation, evaporation, gas, solid, liquid, precipitation, groundwater-flow, surface run-off, Solid, Liquid, Gas, Evaporation, Particles, Freezing, solidify changing state, degrees Celsius, water cycle, water vapour

	1	2	3	4
Knowledge	<p>SEASONAL CHANGES</p> <ul style="list-style-type: none"> • Observe and describe changes across the four seasons • Describe weather associated with the seasons and how day length varies. • Making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change. 		<p>FORCES AND MAGNETS</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing. <p>LIGHT</p> <ul style="list-style-type: none"> • Recognise that they need light in order to see things and that dark is the absence of light • Notice that light is reflected from surfaces • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by an opaque object • Find patterns in the way that the size of shadows change 	<p>SOUND</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases <p>ELECTRICITY</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors

Working scientifically			<p>LIGHT</p> <ul style="list-style-type: none"> Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. <p>FORCES AND MAGNETS</p> <ul style="list-style-type: none"> Comparing how different things move and grouping them; Raising questions and carrying out tests to find out how far things move on different surfaces, and gathering and recording data to find answers to their questions Exploring the strengths of different magnets and finding a fair way to compare them; Sorting materials into those that are magnetic and those that are not; Looking for patterns in the way that magnets behave in relation to each other and what might affect this Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets. 	<p>ELECTRICITY</p> <ul style="list-style-type: none"> Observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit. <p>SOUND</p> <ul style="list-style-type: none"> Finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They might make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They could make and play their own instruments by using what they have found out about pitch and volume. Observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit Working with circuits – discussing conductors, insulations and different functions of the components.
Vocabulary	Seasons, weather, length Summer, Spring, Autumn, Winter,		<p>Forces and Magnets Force, push, pull, gravity, magnet, magnetic, north pole, south pole, attract, repel</p> <p>Light Reflection, shadow, prism, spectrum, rainbow, Ultra Violet, transparent, translucent, opaque</p>	Cells, Switches, Buzzers, Motor, Circuit, Series, Conductors, Insulators complete circuit Vibration, Wave, Pitch, Tone, Percussion, Wood wind, Brass, Insulate