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| **What are the aims and intentions of this curriculum?**  That children:   * are allowed to explore and discover the science in the world around them. * are provided with the opportunities to develop their curiosity and to ask questions. * are taught the skills they need to find answers to their own questions. | | | | |
| **Term** | **Topic** | **Knowledge** | **Skills** | **Assessment** |
| Autumn 1 | States of Matter | Know that materials can be grouped into solids, liquids and gases.  Know that some materials change state when they are heated or cooled.  Know the temperature at which change of state occurs in degrees Celsius (°C)  Know the part played by evaporation and condensation in the water cycle.  Know that the rate of evaporation is associated with temperature. | Observe  Explore  Compare  Notice  Describe  Classify  Identify  Ask (questions)  Devise  Predict  Measure  Record  Report |  |
| Autumn 1 | Living things and their habitats | Know that living things can be grouped  Know some of the ways that living things can be grouped.  Name a variety of living things in local and wider environment.  Know some of the ways that environments can change.  Know that change sometimes poses danger for living things. | Observe (over time)  Compare  Explore  Notice  Sort/classify  Devise (an investigation)  Investigate  Record data  Interpret results |  |
| Autumn 2 | Animals Including Humans | Know the basic parts of the digestive system in humans and their simple functions.  Know the different types of teeth in humans and their simple functions.  Know what a producer, predator and prey is.  Know simple food chains. | Research  Create/construct (a model)  Observe  Explore  Identify  Describe  Group/classify  Record  Investigate (fair test) |  |
| Spring 1 | States of matter | Know that materials can be grouped into solids, liquids and gases.  Know that some materials change state when they are heated or cooled.  Know the temperature at which change of state occurs in degrees Celsius (°C)  Know the part played by evaporation and condensation in the water cycle.  Know that the rate of evaporation is associated with temperature. | Observe  Explore  Compare  Notice  Describe  Classify  Identify  Ask (questions)  Devise  Predict  Measure  Record  Report |  |
| Spring 2 | Sound | Know that some sounds are made by something vibrating.  Know that vibrations from sounds travel through a medium to the ear.  Know that the pitch of a sound is affected by the features of the object that produced it.  Know that the stronger the vibration the louder the sound.  Know that sounds get fainter as the distance from the source increases | Explore  Observe  Describe  Classify (sources)  Measure  Notice (patterns)  Ask (questions to be investigated)  Investigate  Measure  Record  Conclude  Report |  |
| Spring 2 | Electricity | Know some common appliances that run on electricity.  Know the parts of a simple series circuit, including cells, wires, bulbs, switches and buzzers.  Know whether or not a bulb will light in a simple series circuit (based on whether or not the lamp is part of a complete loop with a battery).  Know that a switch opens and closes a circuit (and this affects whether or not a lamp will light in a simple series circuit. | Construct (circuits)  Explore  Classify  Compare  Ask – enquiry questions  Devise  Investigate  Discover  Measure  Record  Conclude |  |

**Principal Focus**:

* Explore, test, develop and talk about everyday phenomena
* Ask questions about what they observe
* Make decisions about which type of scientific enquiry will be most likely to result in answers
* Grouping and classifying and noticing patterns
* Carrying out simple and comparative fair tests
* Draw simple conclusions and use scientific language to talk about what they have found out
* Observe changes over time
* Carry out simple, comparative and fair tests