

Science Curriculum Overview

Science Topics by Term

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Nursery and Reception	Animals, including humans (Keeping healthy)	Seasons – Autumn Weather in autumn Plants (Leaves)	Seasons – Winter Weather in winter Ice	Seasons – Spring Weather in spring	Plants – planting seeds and observing growth	Seasons – Summer Weather in summer Animals, including Humans (Growth & Health)
Key Stage 1	1	Seasonal Changes	Weather	Everyday Materials		Plants Animals, including Humans	
	2	Uses Of Everyday Materials		Animals, including Humans	Plants	Living things and their Habitats	
Key Stage 2	3	Rocks	Forces and Magnets	Animals, including Humans	Plants	Light	Revision and Assessments
	4	States of Matter	Electricity	Living things and their Habitats	Animals, including Humans (Teeth)	Sound	Revision and Assessments
	5	Properties and Changes of Materials	Earth and Space	Forces	Animals, including Humans (Life Cycles)	Animals, including Humans	Revision and Assessments
	6	Electricity	Evolution and Inheritance	Animals, including Humans	Living things and their Habitats	Light	Revision and Assessments

Curriculum Progression by Topic

BIOLOGY: PLANTS					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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.		Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Investigate the way in which water is transported within plants.			
	Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	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.			
	Observe and describe how seeds and bulbs grow into mature plants.	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal		Describe the life processes of reproduction in some plants (see Living things and their habitats)	

BIOLOGY: ANIMALS, INCLUDING HUMANS					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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.	Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).	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.	Construct and interpret a variety of food chains, identifying producers, predators and prey.		
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.		Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	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.		Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Describe the ways in which nutrients and water are transported within animals, including humans.
	Notice that animals including humans, have offspring which grow into adults.			Describe the changes as humans develop to old age.	Recognise that living things produce offspring of the same kind, but offspring vary and are not identical to their parents (Evolution & Inheritance)
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.				Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

BIOLOGY: LIVING THINGS AND THEIR HABITATS					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Explore and compare the differences between things that are living, dead, and things that have never been alive.		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.		
	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.		Recognise that environments can change and that this can sometimes pose dangers to living things.		Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
	Identify and name a variety of plants and animals in their habitats, including micro-habitats.				
	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.		Construct and interpret a variety of food chains, identifying producers, predators and prey. (Animals, including humans)		

CHEMISTRY: MATERIALS AND STATES OF MATTER					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Everyday Materials	Uses of Everyday Materials	Rocks	States of Matter	Properties and changes of Materials	
Distinguish between an object and the material from which it is made.		Recognise that soils are made from rock and organic matter.			
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.	Identify and compare the suitability of a variety of everyday materials including wood, plastic, glass, metal, water, and rock, paper and cardboard for particular uses.			Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, woods and plastic.	
Describe the simple physical properties of a variety of everyday materials	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible changes. Explain that some changes result in the formation of new material, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.	
Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Compare and group materials together, according to whether they are solids, liquids or gases.	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.	

PHYSICS: EARTH AND SPACE					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Seasonal Changes				Earth and Space	
Observe changes across the four seasons				Describe the movement of the Earth and other planets, relative to the Sun in the solar system	
Observe and describe weather associated with the seasons and how day length varies				Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	
				Describe the movement of the Moon relative to the Earth.	
				Describe the Sun, Earth and Moon as approximately spherical bodies.	

PHYSICS: MOTION AND FORCES					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Uses of Everyday Materials	Forces (and Magnets)		Forces	
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (see Uses of Everyday Materials)	Compare how different things move on different surfaces.		Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	
		Notice that some forces need contact between two objects, but magnetic forces can act at a distance. (see Magnetism)		Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	
				Recognise that some mechanisms, including gears, pulleys, levers and springs, allow a smaller force to have a greater effect.	

PHYSICS: MAGNETISM					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		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 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.			

PHYSICS: ELECTRICITY					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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.		Use recognised symbols when representing a simple circuit in a diagram.
			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.		Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
			Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.		Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
			Recognise some common conductors and insulators and associate metals with being good conductors.		

PHYSICS: LIGHT					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Recognise that they need light in order to see things and that darkness is the absence of light.			
		Notice that light is reflected from surfaces.			Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
		Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.			Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
		Recognise that shadows are formed when the light from a light source is blocked by an opaque object.			Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
		Find patterns in the way that the size of shadows change.			

PHYSICS: SOUND					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			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 produce 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.		

BIOLOGY: EVOLUTION & INHERITANCE					
KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
					Recognise that living things produce offspring of the same kind, but offspring vary and are not identical to their parents
					Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Working Scientifically

Pupils will learn to use a variety of approaches to answer scientific questions. These will include:

1. Observation over time
2. Identifying and classifying
3. Pattern seeking
4. Research using secondary sources
5. Fair testing

KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Asking simple questions		Asking relevant questions			
Identifying and classifying					
Performing simple tests		Setting up simple, practical enquiries, comparative and fair tests		Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
Observing closely, using simple equipment eg magnifying glasses, egg timers Using observations and ideas to suggest answers to questions		Making systematic and careful observations and, taking accurate measurements using standard units, using a range of equipment		Taking measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
Gathering and recording data to help in answering questions		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		Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
		Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions		Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations	
		Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		Using test results to make predictions to set up further comparative and fair tests	
		Identifying differences, similarities or changes related to simple scientific ideas and processes			
		Using straightforward scientific evidence to answer questions or to support their findings		Identifying scientific evidence that has been used to support or refute ideas or arguments	

Working Scientifically – Investigations by Topic

Year	Topic and Question to be Investigated
Foundation Stage	<p>Seasons - What are the signs of the four seasons?</p> <p>Plants - What can you see? (observing growing plants/ flowers) Do seeds need water to begin to grow? How many different types of leaf can you find?</p> <p>Animals - Where do butterflies come from? What do butterflies eat? What hatches out of an egg? (Chicks investigation)</p>
Year 1	<p>Seasons - Which season is the warmest? Which season is the coldest? Which season has the most rainfall?</p> <p>Living things and their Habitats - Which animals live in which habitats?</p> <p>Everyday Materials - Which materials are absorbent? Which materials are waterproof?</p> <p>Plants - Do plants change over time? Can you find a garden plant, a wild plant and a tree?</p>
Year 2	<p>Uses of Everyday Materials - Which materials can be twisted, stretched, bent? Can all materials change shape? How can paper be used to make a bridge to hold a toy car?</p> <p>Animals including Humans - Which type of exercise makes you most out of breath?</p> <p>Plants - What do plants need to stay healthy to grow? Do seeds need soil to germinate?</p> <p>Living things and their Habitats - Conduct a survey to compare shaded and sunny habitats.</p>
Year 3	<p>Rocks - Which type of rock is the hardest? Which rocks are permeable/impermeable?</p> <p>Light - Which colour reflects the most light? Does the size of a shadow change throughout the day?</p> <p>Magnets - Which materials are magnetic? Which coins are magnetic?</p> <p>Motion and Forces - Which surface has the greatest friction? Push and pulls survey in the classroom.</p> <p>Plants - Do plants need light to grow? Which type of soil do plants grow best in?</p> <p>Animals including Humans - Which foods contain the greatest amount of fat/sugar?</p>
Year 4	<p>Electricity - Which materials conduct electricity? Can you make a circuit from playdough?</p> <p>States of Matter - Are all liquids runny?</p> <p>Sound - Can we block sound? How can we change a sound?</p> <p>Can you make a circuit from playdough?</p>
Year 5	<p>Earth and Space - Can we track the sun?</p> <p>States of Matter - Do all solids dissolve? How do rockets lift off?</p> <p>Animals - Why do birds lay eggs?</p> <p>Motion and Forces - How do levers help us?</p>
Year 6	<p>Light - How does the distance between a light source and an object affect the size of a shadow?</p> <p>Animals including Humans - Why do Antarctic animals have a thick layer of fat under their skin? What effect does exercise have on the body?</p> <p>Electricity - How does voltage affect the output in an electrical circuit?</p>

	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	Nursery and Reception	Animals, including humans (Keeping healthy)	Seasons – Autumn Weather in autumn Plants (Leaves)	Seasons – Winter Weather in winter Ice	Seasons – Spring Weather in spring	Plants – planting seeds and observing growth	Seasons – Summer Weather in summer Animals, including Humans (Growth & Health)
Key Stage 1	1	Seasonal Changes	Weather	Everyday Materials		Plants Animals, including Humans	
	2	Uses Of Everyday Materials		Plants	Animals, including Humans	Living things and their Habitats	
Key Stage 2	3	Rocks	Forces and Magnets	Plants	Animals, including Humans	Light	Revision and Assessments
	4	States of Matter	Electricity	Living things and their Habitats	Animals, including Humans (Teeth)	Sound	Revision and Assessments
	5	Properties and Changes of Materials	Earth and Space	Forces	Animals, including Humans (Life Cycles)	Animals, including Humans	Revision and Assessments
	6	Electricity	Evolution and Inheritance	Animals, including Humans	Living things and their Habitats	Light	Revision and Assessments

Curriculum by Year Group

Year 1				
Biology			Chemistry	Physics
Plants	Animals, including humans		Everyday materials	Seasonal Change
<ul style="list-style-type: none"> Common plants Plant structure 	<ul style="list-style-type: none"> Name common animals Carnivores etc 	<ul style="list-style-type: none"> Human body and senses 	<ul style="list-style-type: none"> Properties of Materials Grouping materials 	<ul style="list-style-type: none"> The four seasons Seasonal weather
<ul style="list-style-type: none"> Know and name a variety of common wild and garden plants Know and name the petals, stem, leaves and root of a plant Know and name the roots, trunk, branches and leaves of a tree 	<ul style="list-style-type: none"> Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non-living things 	<ul style="list-style-type: none"> Know the name of parts of the human body that can be seen 	<ul style="list-style-type: none"> Know the name of the materials an object is made from Know about the properties of everyday materials 	<ul style="list-style-type: none"> Name the seasons and know about the type of weather in each season
Working Scientifically				
Question to be investigated				
Do plants change over time? Can you find a garden plant, a wild plant and a tree?	Which animals live in which habitats?		Which materials are absorbent? Which materials are waterproof?	Which season is the warmest? Which season is the coldest? Which season has the most rainfall?
Methods of Working Scientifically				
Identifying and classifying Performing simple tests Gathering and recording data to help in answering questions Performing simple tests	Identifying and classifying	Gathering and recording data to help in answering questions	Identifying and classifying Performing simple tests Gathering and recording data to help in answering questions Performing simple tests	Using their observations and ideas to suggest answers to questions Observing closely, using simple equipment

Year 2				
Biology			Chemistry	
All living things and their habitats	Animals, including humans	Plants	Everyday Materials	
<ul style="list-style-type: none"> • Alive or dead • Habitats • Adaptations • Food Chains 	<ul style="list-style-type: none"> • Animal reproduction • Healthy living • Basic needs 	<ul style="list-style-type: none"> • Plant and seed growth • Plant reproduction • Keeping plants healthy 	<ul style="list-style-type: none"> • Identify different materials • Name everyday materials • Properties of materials 	<ul style="list-style-type: none"> • Compare the use of different materials • Compare movement on different surfaces
<ul style="list-style-type: none"> • Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain 	<ul style="list-style-type: none"> • Know the basic stages in a life cycle for animals (including humans) • Knows why exercise, a balanced diet and good hygiene are important for humans 	<ul style="list-style-type: none"> • Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light and suitable temperature) 	<ul style="list-style-type: none"> • Know how materials can be changed by squashing, bending, twisting and stretching 	<ul style="list-style-type: none"> • Know why a materials might or might not be used for a specific job
Working Scientifically				
Question to be investigated				
Conduct a survey to compare shaded and sunny habitats	Which type of exercise makes you the most out of breath?	What do plants need to stay healthy to grow? Do seeds need soil to germinate?	Which materials can be twisted, stretched, bent? Can all materials change shape?	How can paper be used to make a bridge to hold a toy car?
Methods of working scientifically				
Asking simple questions and recognising that they can be answered in different ways	Asking simple questions and recognising that they can be answered in different ways	Asking simple questions and recognising that they can be answered in different ways	Asking simple questions and recognising that they can be answered in different ways	Performing simple tests
Identifying and classifying	Using their observations and ideas to suggest answers to questions Performing simple tests Gathering and recording data to help in answering questions	Using their observations and ideas to suggest answers to questions Performing simple tests	Performing simple tests Identifying and classifying Gathering and recording data to help in answering questions	

Year 3					
Biology		Chemistry		Physics	
Animals, including humans	Plants	Plants	Rocks	Forces	Light
<ul style="list-style-type: none"> Skeleton and muscles Nutrition Exercise and Health 	<ul style="list-style-type: none"> Plant Life Basic Structure and functions 	<ul style="list-style-type: none"> Life cycle Water transportation 	<ul style="list-style-type: none"> Fossil formation Compare and group rocks Soil 	<ul style="list-style-type: none"> Different forces Magnets 	<ul style="list-style-type: none"> Reflections Shadows
<ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet Know how nutrients, water and oxygen are transported within animals and humans Know about the skeletal and muscular system of a human 	<ul style="list-style-type: none"> Know the function of different parts of flowering plants and trees 	<ul style="list-style-type: none"> Know how water is transported within plants Know the plant life cycle, especially the importance of flowers 	<ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties, giving reasons Know how soil is made and how fossils are formed Know about and explain the difference between sedimentary, metamorphic and igneous rock 	<ul style="list-style-type: none"> Know about and describe how objects move on different surfaces Know how a simple pulley works and used to lift an object Know how some forces require contact and some do not, giving examples Know about how magnets attract and repel Predict whether magnets will attract or repel and give a reason 	<ul style="list-style-type: none"> Know that dark is the absence of light Know that light is needed in order to see and is reflected from a surface Know and demonstrate how a shadow is formed and explain how a shadow changes shape Know about the danger of direct sunlight and describe how to keep protected
Working Scientifically					
Questions to be investigated					
Which foods contain the greatest amount of fat/sugar?		Do plants need light to grow? Which type of soil do plants grow best in?	Which type of rock is the hardest? Which types of rock are permeable/ impermeable?	Which surface has the greatest friction?	Which colour reflects the most light? Does the size of shadow change throughout the day?
Methods of Working Scientifically					
Gathering, recording, classifying, and presenting data in a variety of ways to help in answering questions		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	Identifying differences, similarities or changes related to simple scientific ideas and processes	Setting up simple practical enquiries, comparative and fair tests Recording findings using simple scientific language, drawings labelled diagrams, keys, bar charts, and tables	Asking relevant questions and using different types of scientific enquiries to answer them Using straightforward scientific evidence to answer questions or to support their findings

Year 4				
Biology		Chemistry	Physics	
Animals, including humans	All living things and their habitats	States of Matter	Electricity	Sound
<ul style="list-style-type: none"> • Digestive system • Teeth • Food chains 	<ul style="list-style-type: none"> • Grouping living things • Classification keys • Adaptation of living things 	<ul style="list-style-type: none"> • Compare and group materials • Solids, liquids and gases • Changing state • Water cycle 	<ul style="list-style-type: none"> • Uses of electricity • Simple circuits and switches • Conductors and insulators 	<ul style="list-style-type: none"> • How sounds are made • Sound vibrations • Pitch and volume
<ul style="list-style-type: none"> • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey 	<ul style="list-style-type: none"> • Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things 	<ul style="list-style-type: none"> • Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle • Group materials based on their state of matter (solid, liquid, gas) 	<ul style="list-style-type: none"> • Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wire, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each 	<ul style="list-style-type: none"> • Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source

Working Scientifically				
Question to be investigated				
		Are all liquids runny?	Which materials conduct electricity? Can you make a circuit from playdough? Can you make a circuit from playdough?	Can we block sound? How can we change a sound?
Methods of working scientifically				
Animals, including humans WS5 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS 6 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions WS8 Identifying differences, similarities or changes related to simple scientific ideas and processes	All living things and their habitats WS 1 Asking relevant questions and using different types of scientific enquiries to answer them WS 2 Setting up simple practical enquiries, comparative and fair tests WS 4 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS5 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS 6 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions WS9 Using straightforward scientific evidence to answer questions or to support their findings	States of Matter WS 1 Asking relevant questions and using different types of scientific enquiries to answer them WS 2 Setting up simple practical enquiries, comparative and fair tests WS 3 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS 4 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS 6 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions WS 8 Identifying differences, similarities or changes related to simple scientific ideas and processes WS 9 Using straightforward scientific evidence to answer questions or to support their findings	Electricity WS1 Asking relevant questions and using different types of scientific enquiries to answer them WS2 Setting up simple practical enquiries, comparative and fair tests WS5 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS7 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS8 Identifying differences, similarities or changes related to simple scientific ideas and processes WS9 Using straightforward scientific evidence to answer questions or to support their findings	Sound WS 1 Asking relevant questions and using different types of scientific enquiries to answer them WS 2 Setting up simple practical enquiries, comparative and fair tests WS 3 Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS 4 Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS 6 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions WS7 Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS8 Identifying differences, similarities or changes related to simple scientific ideas and processes

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