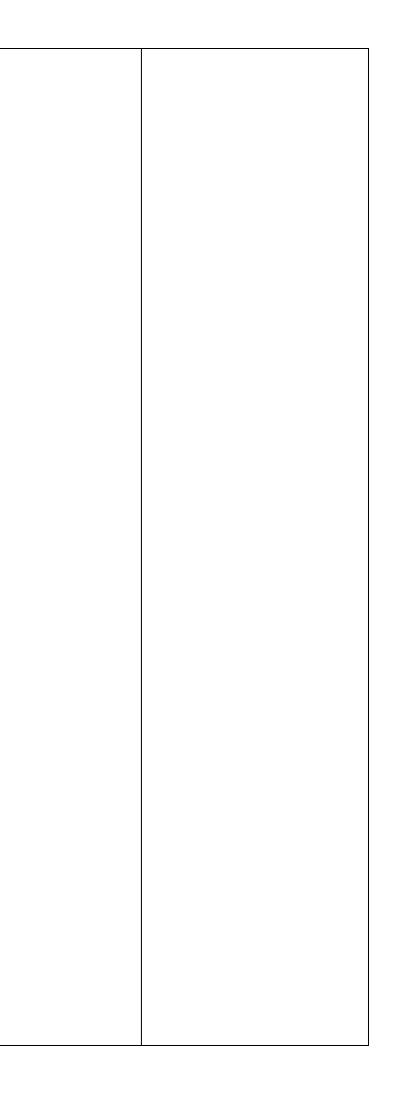
|      | Autumn 1                    | Autumn 2                        | Spring 1                 | Spring 2            | Summer 1             | Summer 2               |
|------|-----------------------------|---------------------------------|--------------------------|---------------------|----------------------|------------------------|
|      | States of matter            | Animals including humans        | Sound Physics            | Electricity         | Living things and    | Living things and      |
|      | <u>Chemistry</u>            | <b>Biology</b>                  | 1) Identify how sounds   | Physics             | their habitats       | <u>their habitats</u>  |
|      | 1) Compare and group        | 1) Describe the simple          | are made, associating    | 1) Identify         | <b>Biology</b>       | <b>Biology</b>         |
|      | materials together,         | functions of the basic parts    | some of them with        | common              | 1) Recognise that    | 1) Recognise that      |
|      | according to whether        | of the digestive system in      | something vibrating      | appliances that     | living things can    | living things can be   |
|      | they are solids, liquids or | humans                          | 2) Recognise that        | run on electricity  | be grouped in a      | grouped in a variety   |
|      | gases                       | 2) Identify the different types | vibrations from sounds   | 2) Construct a      | variety of ways      | of ways                |
|      | 2) Observe that some        | of teeth in humans and their    | travel through a         | simple series       | 2) Explore and use   | 2) Explore and use     |
|      | materials change state      | simple functions.               | medium to the ear        | electrical circuit, | classification keys  | classification keys to |
| ′EAR | when they are heated or     | 3) Construct and interpret a    | 3) Find patterns         | identifying and     | to help group,       | help group, identify   |
| OU   | cooled, and measure or      | variety of food chains,         | between the pitch of a   | naming its basic    | identify and name    | and name a variety of  |
| R    | research the                | identifying producers,          | sound and features of    | parts, including    | a variety of living  | living things in their |
|      | temperature at which        | predators and prey.             | the object that          | cells, wires,       | things in their      | local and wider        |
|      | this happens in degrees     | Key vocabulary                  | produced it              | bulbs, switches     | local and wider      | environment            |
|      | Celsius (°C)                | Digestive system, digestion,    | 4) Find patterns         | and buzzers         | environment          | 3) Recognise that      |
|      | 3) Identify the part        | mouth, teeth, saliva,           | between the volume of    | 3) Identify         | 3) Recognise that    | environments can       |
|      | played by evaporation       | oesophagus, stomach, small      | a sound and the          | whether or not a    | environments can     | change and that this   |
|      | and condensation in the     | intestine, nutrients, large     | strength of the          | lamp will light in  | change and that      | can sometimes pose     |
|      | water cycle and             | intestine, rectum, anus,        | vibrations that          | a simple series     | this can             | dangers to living      |
|      | associate the rate of       | teeth, incisor, canine, molar,  | produced it.             | circuit, based on   | sometimes pose       | things                 |
|      | evaporation with            | premolars, herbivore,           | 5) Recognise that        | whether or not      | dangers to living    | Key vocabulary         |
|      | temperature.                | carnivore, omnivore,            | sounds get fainter as    | the lamp is part    | things               | Classification,        |
|      | Key vocabulary              | producer, predator, prey,       | the distance from the    | of a complete       | Key vocabulary       | classification keys,   |
|      | Solid, liquid, gas, state   | food chain                      | sound source increases.  | loop with a         | Classification,      | environment,           |
|      | change, melting,            | Working scientifically          | Key Vocabulary           | battery             | classification keys, | habitat, human         |
|      | freezing, melting point,    | Asking relevant questions       | sound, source, vibrate,  | 4) Recognise that   | environment,         | impact, positive,      |
|      | boiling point,              | and using different types of    | vibration, travel, pitch | a switch opens      | habitat, human       | negative, migrate,     |
|      | evaporation,                | scientific enquiries to answer  | (high, low), volume,     | and closes a        | impact, positive,    | hibernate              |
|      | temperature, water cycle    | them.                           | faint, loud, insulation. | circuit and         | negative, migrate,   | Working                |
|      | Working scientifically      | Gathering, recording,           | Working scientifically   | associate this      | hibernate            | scientifically         |
|      | Asking relevant             | classifying and presenting      | Asking relevant          | with whether or     | Working              | Asking relevant        |
|      | questions and using         | data in a variety of ways to    | questions and using      | not a lamp lights   | scientifically       | questions and using    |
|      | different types of          | help in answering questions.    | different types of       |                     |                      | different types of     |

| scientific enquiries to   | Recording findings using      | scientific enquiries to  | in a simple series  | Asking r  |
|---------------------------|-------------------------------|--------------------------|---------------------|-----------|
| answer them               | simple scientific language,   | answer them              | circuit             | questio   |
| Setting up simple         | drawings, labelled diagrams,  | Setting up simple        | 5) Recognise        | using di  |
| practical enquiries,      | keys, bar charts, and tables. | practical enquiries,     | some common         | types of  |
| comparative and fair      | Reporting on findings from    | comparative and fair     | conductors and      | enquirie  |
| tests                     | enquiries, including oral and | tests                    | insulators, and     | answer    |
| Making systematic and     | written explanations,         | Making systematic and    | associate metals    | Setting   |
| careful observations and, | displays or presentations of  | careful observations     | with being good     | practica  |
| where appropriate,        | results and conclusions.      | and, where appropriate,  | conductors.         | enquirie  |
| taking accurate           | Using straightforward         | taking accurate          | Key Vocabulary      | compar    |
| measurements using        | scientific evidence to answer | measurements using       | Electricity,        | fair test |
| standard units, using a   | questions or to support their | standard units, using a  | electrical          | Gatheri   |
| range of equipment,       | findings.                     | range of equipment,      | appliance/device,   | recordin  |
| including thermometers    |                               | including thermometers   | mains, plug,        | classifyi |
| and data loggers.         |                               | and data loggers.        | electrical circuit, | present   |
| Recording findings using  |                               | Gathering, recording,    | complete circuit,   | a variet  |
| simple scientific         |                               | classifying and          | component, cell,    | to help   |
| language, drawings,       |                               | presenting data in a     | battery, positive,  | answeri   |
| labelled diagrams, keys,  |                               | variety of ways to help  | negative,           | questio   |
| bar charts, and tables.   |                               | in answering questions   | connect/connecti    | Recordi   |
| Reporting on findings     |                               | Recording findings using | ons, loose          | using si  |
| from enquiries, including |                               | simple scientific        | connection, short   | scientifi |
| oral and written          |                               | language, drawings,      | circuit, crocodile  | languag   |
| explanations, displays or |                               | labelled diagrams, keys, | clip, bulb, switch, | drawing   |
| presentations of results  |                               | bar charts, and tables.  | buzzer, motor,      | diagram   |
| and conclusions.          |                               | Reporting on findings    | conductor,          | bar cha   |
| Using results to draw     |                               | from enquiries,          | insulator, metal,   | tables.   |
| simple conclusions, make  |                               | including oral and       | non-metal,          | Reporti   |
| predictions for new       |                               | written explanations,    | symbol              | findings  |
| values, suggest           |                               | displays or              | Working             | enquirie  |
| improvements and raise    |                               | presentations of results | scientifically      | includin  |
| further questions.        |                               | and conclusions.         | Asking relevant     | written   |
| Using straightforward     |                               | Using results to draw    | questions and       | explana   |
| scientific evidence to    |                               | simple conclusions,      | using different     | displays  |
|                           |                               |                          |                     |           |

| g relevant    | scientific enquiries to |
|---------------|-------------------------|
| ons and       | answer them             |
| different     | Setting up simple       |
| of scientific | practical enquiries,    |
| ries to       | comparative and fair    |
| r them        | tests.                  |
| g up simple   | Gathering, recording,   |
| cal           | classifying and         |
| ries,         | presenting data in a    |
| arative and   | variety of ways to      |
| sts.          | help in answering       |
| ring,         | questions               |
| ling,         | Recording findings      |
| ying and      | using simple            |
| nting data in | scientific language,    |
| ety of ways   | drawings, labelled      |
| o in          | diagrams, keys, bar     |
| ering         | charts, and tables.     |
| ons           | Reporting on findings   |
| ding findings | from enquiries,         |
| simple        | including oral and      |
| ific          | written explanations,   |
| age,          | displays or             |
| ngs, labelled | presentations of        |
| ms, keys,     | results and             |
| arts, and     | conclusions.            |
|               | Using results to draw   |
| ting on       | simple conclusions,     |
| gs from       | make predictions for    |
| ries,         | new values, suggest     |
| ing oral and  | improvements and        |
| n             | raise further           |
| nations,      | questions.              |
| ys or         |                         |

| answer questions or to  | make predictions for     | types of scientific | presentations of  |
|-------------------------|--------------------------|---------------------|-------------------|
| support their findings. | new values, suggest      | enquiries to        | results and       |
|                         | improvements and raise   | answer them         | conclusions.      |
|                         | further questions.       | Setting up simple   | Using results to  |
|                         | Identifying differences, | practical           | draw simple       |
|                         | similarities or changes  | enquiries,          | conclusions, make |
|                         | related to simple        | comparative and     | predictions for   |
|                         | scientific ideas and     | fair tests          | new values,       |
|                         | processes                | Making              | suggest           |
|                         | Using straightforward    | systematic and      | improvements      |
|                         | scientific evidence to   | careful             | and raise further |
|                         | answer questions or to   | observations and,   | questions.        |
|                         | support their findings.  | 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.  |  |
|  |                  |  |

## Working scientifically LKS2

1) Asking relevant questions and using different types of scientific enquiries to answer them

2) Setting up simple practical enquiries, comparative and fair tests

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.

4) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

5) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

6) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

7) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

8) Identifying differences, similarities or changes related to simple scientific ideas and processes

9) Using straightforward scientific evidence to answer questions or to support their findings.