



- 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.

<u>Animals Including Humans</u>	<u>All Living Things</u>	<u>States of Matter</u>	<u>Sound</u>	<u>Electricity</u>
<p>describe the simple functions of the basic parts of the digestive system in humans.</p> <p>identify the different types of teeth in humans and their simple functions.</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>recognise that living things can be grouped in a variety of ways.</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>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).</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>identify how sounds are made, associating some of them with something vibrating.</p> <p>recognise that vibrations from sounds travel through a medium to the ear.</p> <p>find patterns between the pitch of a sound and features of the object that produced it.</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>identify common appliances that run on electricity.</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>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.</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors.</p>
4-	4=		4+	