

Subject Name:	Science
Curriculum Intent Statement	
<p>Our intent is to provide a Science curriculum, which will develop scientific knowledge, skills and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics. Our teaching of science encourages our children to; think critically about the world; know how science supports them in everyday life; and solve problems with a positive, resilient attitude.</p>	
Autumn Term 1	
<p>Living things and their habitats</p> <ul style="list-style-type: none"> • To recognise that living things can be grouped in a variety of ways. • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	
Autumn Term 2	
<p>Electricity</p> <ul style="list-style-type: none"> • To construct a simple series electrical circuit, identifying and naming its basic parts (cells, wires, bulbs, switches and buzzers). • To identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. 	
Spring Term 1	
<p>Sound</p> <ul style="list-style-type: none"> • To identify how sounds are made, associating some of them with something vibrating. • To find patterns between the pitch of a sound and features of the object that produced it. 	
Spring Term 2	
<p>Science Enquiry – Water Cycle</p> <ul style="list-style-type: none"> • To make a series of accurate observations. • To take accurate measurements with a range of equipment. • To use my results to answer a question. • To suggest improvements to an investigation. • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature 	

Summer Term 1**State of matter**

- To 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).

Summer Term 2**Animals, including humans**

- To construct and interpret a variety of food chains, identifying producers, predators and prey.