| **States of matter**<br><br>Which material is best for keeping our hot chocolate warm?<br><br>*Comparative and fair testing*<br><br>*Observing over time* | **Sound**<br><br>How does the length of a guitar string / tuning folk affect the pitch of the sound?<br><br>*Pattern seeking*<br><br>*Comparative and fair testing* | **Living things and their habitats - classification**<br><br>Can we use the classification keys to identify all the animals that we caught pond dipping?<br><br>*Identifying, classifying and grouping*<br><br>*Pattern seeking* | **Animals – Digestive System & food chains**<br><br>What's the difference between predator and prey?<br><br>*Research using secondary sources*<br><br>*Identifying, classifying and grouping* | **Electricity**<br><br>How has electricity changed the way we live?<br><br>*Research using secondary sources* |
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| I can compare and group materials together, according to whether they are solids, liquids or gases.<br><br>I can 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).<br><br>I can identify the part played by evaporation and | I can identify how sounds are made, associating some of them with something vibrating.<br><br>I can recognise that vibrations from sounds travel through a medium to the ear.<br><br>I can find patterns between the pitch of a sound and features of the object that produced it.<br><br>I can find patterns between the volume of a sound and the | I can recognise that living things can be grouped in a variety of ways.<br><br>I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.<br><br>I can recognise that environments can change and that this can sometimes pose dangers to living things. | I can describe the simple functions of the basic parts of the digestive system in humans.<br><br>I can identify the different types of teeth in humans and their simple functions.<br><br>I can construct and interpret a variety of food chains, identifying producers, predators and prey. | I can identify common appliances that run on electricity.<br><br>I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br><br>I can 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. |

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| condensation in the water cycle and associate the rate of evaporation with temperature. | strength of the vibrations that produced it.<br><br>I can recognise that sounds get fainter as the distance from the sound source increases. | | | I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br><br>I can recognise some common conductors and insulators, and associate metals with being good conductors |