



**The Valley Primary School
Class 2 Science Curriculum 2023-2024.**

	Autumn	Spring	Summer
Autumn Term	<p>What's that Sound? Autumn 1</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> *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 produced 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. <p>Working scientifically skills:</p> <ul style="list-style-type: none"> *Ask relevant questions and use different types of scientific enquiries to answer them. *Set up simple practical enquiries, comparative and fair tests. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. *Gather, record, classify and present data in a variety of ways to help in answering questions. *Record 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. *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. *Identify differences, similarities or changes related to simple scientific ideas and processes. *Use straightforward scientific evidence to answer questions or to support findings. <p>Living Things (Autumn 2)</p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> *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. *Recognise that environments can change and that this can sometimes pose dangers to living things. <p>Working scientifically skills:</p> <ul style="list-style-type: none"> *Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. *Gather, record, classify and present data in a variety of ways to help in answering questions. *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. *Identify differences, similarities or changes related to simple scientific ideas and processes. 		

*Use straightforward scientific evidence to answer questions or to support their findings.

Spring Term

Looking at States (Spring 1)

Learning objectives:

*Compare and group materials together, according to whether they are solids, liquids or gases.

*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).

*Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically skills:

*Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.

*Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

*Gather, record, classify and present data in a variety of ways to help in answering questions.

*Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

*Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

*Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

*Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.

Teeth and Eating (Spring 2)

Learning objectives:

*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.

*Construct and interpret a variety of food chains, identifying producers, predators and prey.

Working scientifically skills:

*Ask relevant questions and use different types of scientific enquiries to answer them.

*Set up simple practical enquiries, comparative and fair tests.

*Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

*Gather, record, classify and present data in a variety of ways to help in answering questions

*Record 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.

- *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- *Identify differences, similarities or changes related to simple scientific ideas and processes.
- *Use straightforward scientific evidence to answer questions or to support their findings.

Summer Term

Power it Up! (Summer 1)

Learning Objectives:

- *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. *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.
- *Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- *Recognise some common conductors and insulators and associate metals with being good conductors.

Working scientifically skills:

- *Ask relevant questions and using different types of scientific enquiries to answer them – setting up simple practical enquiries, comparative and fair tests.
- *Gather, record, classify and present data in a variety of ways to help in answering questions.
- *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

The Big Build (Summer 2)

Working scientifically skills:

- *Ask relevant questions and use different types of scientific enquiries to answer them.
- *Set up simple practical enquiries, comparative and fair tests.
- *Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- *Gather, record, classify and present data in a variety of ways to help in answering questions.
- *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- *Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- *Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- *Identify differences, similarities or changes related to simple scientific ideas and processes.
- *Use straightforward scientific evidence to answer questions or to support their findings.

