TWO RIVERS
HIGH SCHOOL

Two Rivers High School

Discoverers - Everest

Knowledge and Skills

	Autumn 2022-23		Spring 2022-23		Summer 2022-23	
	weather	**Being healthy**	**My body**	**Magnets**	**Solids, liquids and gases**	**My garden**
Key content:						
To identify different types of weather						
To use our senses to describe different types of weather						
To experience and have experiences of being made hot by the sun.						
To say when you might feel hot						
To experience and have experiences of being made wet by the rain.						
To experience and have experiences of being made cold by the weather						
To say when you might feel cold						
To experience and have experiences of a windy day						
To say what weather I prefer						
To identify types of food needed by different animals and human						

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To name different food groups						
To say why we need to eat correctly						
To describe the simple functions of the basic parts of the digestive system in humans.						
To identify the different types of teeth in humans and their simple functions.						
To compare how things move on different surfaces.						
To introduce forces and demonstrate different force on objects						
To compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.						
To observe how magnets attract or repel each other and attract some materials and not others.						
To describe magnets as having two poles.						
To make predictions about whether two magnets will attract or repel each other,						
To group materials together, according to whether they are solids, liquids or gases.						
To use water to show how liquids can become solids						
To predict what will happen to different materials when heated or cooled.						
To label the parts of a flower						
To state what plants need to grow and why						

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To investigate the way in which water is carried within plants.						
To explore why we need flowers and plants						
Working scientifically key skills:						
To identify the importance of lab safety						
To list how to remain safe in the lab						
To ask relevant questions and use different types of scientific enquiries to answer them						
To set up simple practical enquiries, comparatives and fair tests.						
To identify differences, similarities or changes related to simple scientific ideas and processes.						
To use straightforward scientific evidence to answer questions or support their findings.						
To use results to draw simple conclusions.						
To gather, record, classify and present data.						
To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables						
To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.						
To report on findings from enquiries.						
To set up simple practical enquiries, comparatives and fair tests.						
To make systematic observations.						

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	Autumn 2023-24		Spring 2023-24		Summer 2023-24
	Electricity	**My bones**	**Rocks**	**Where animals live**	**Sound**
Key content:					
To spot items which need electricty					
To draw a simple circuit					
To attempt to make a simple circuit					
To understand what a switch does					
To recognise some common conductors and insulators					
To identify that humans and some other animals have skeletons and muscles for support, protection and movement.					
To label some different bones					
To name ways to keep bones in good condition					
To recognise that soils are made from rocks					

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To draw an example of a fossil					
To describe in simple terms how fossils are formed when things that have lived are trapped within rock.					
To introduce different types of rocks					
To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.					
To recognise that living things can be grouped in a variety of ways					
To classify different animals using different categories					
To describe different habitats that animals live in.					
To recognise that environments can change and that this can sometimes pose dangers					
To introduce predators and prey					
To construct a variety of food chains, identifying producers, predators and prey.					
To recognise different types of sounds					
To identify how sounds are made, associating some of them with something vibrating.					
To recognise that vibrations from sounds travel through a medium to the ear.					
To introduce pitch and give examples					
To find patterns between the volume of a sound and the strength of the vibrations					
To experiment with making loud and quiet sounds					

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