

Objective	What it looks like
<ul style="list-style-type: none"> • (K) Identify common appliances that run on electricity <p>WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Children sort electrical appliances. They find out about unusual electrical inventions.</p>
<ul style="list-style-type: none"> • (K) Identify common appliances that run on electricity • (K) Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 	<p>Children make an electrical circuit that makes a bulb light up and a buzzer buzz. They record the circuit they have made.</p>

<ul style="list-style-type: none"> • K) 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 • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	<p>Children predict whether an electrical circuit will work they check their predictions by building the circuits and then recording and annotating them.</p>
<ul style="list-style-type: none"> • (K) Recognise some common conductors and insulators, and associate metals with being good conductors. • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions <p>(WS) Using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Children makes circuits but break the circuits with a variety of materials and work out which are god conductors and which are not.</p>
<ul style="list-style-type: none"> • (K) Recognise some common conductors and insulators, and associate metals with being good conductors. • (WS) Asking relevant questions and using different types of scientific enquiries to answer them 	<p>Children generate questions about insulators and conductors. They write instructions to explain how to answer their questions.</p>

<ul style="list-style-type: none"> • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • (WS) Using straightforward scientific evidence to answer questions or to support their findings 	
<ul style="list-style-type: none"> • (K) Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>Children follow instructions for making a switch. They then evaluate each others.</p>