Science Curriculum

King Edwin Primary

Substantive & Disciplinary Knowledge

Year 1				
Biology			Chemistry	Physics
Animals, including Humans	**Animals, including Humans**	**Plants**	**Everyday Materials**	**Seasonal Change**
• *Name common animals* • *Carnivores, etc*	• *Human body and senses*	• *Common plants* • *Plant structure*	• *Properties of materials* • *Grouping materials*	• *The four seasons* • *Seasonal weather*
• Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds • Know and classify animals by what they eat (carnivore, herbivore and omnivore) • Know how to sort by living and non living things	• Know the name of parts of the human body that can be seen • Know about the five senses.	• Know and name a variety of common wild and garden plants • Know and name the petals, stem, leaves and root of a plant • Know and name the roots, trunk, branches and leaves of a tree	• Know the name of the materials an object is made from • Know about the properties of everyday materials	• Name the seasons and know about the type of weather in each season

Year 2

Biology			Chemistry	
All living things and their habitats	**Animals, including Humans**	**Plants**	**Everyday Materials**	
• *Alive or dead* • *Habitats* • *Adaptations* • *Food chains*	• *Animal reproduction* • *Healthy living* • *Basic needs*	• *Plant and seed growth* • *Plant reproduction* • *Keeping plants healthy*	• *Identify different materials* • *Name everyday materials* • *Properties of materials*	• *Compare the use of different materials* • *Compare movement on different surfaces*
• Classify things by living, dead or never lived • Know how a specific habitat provides for the basic needs of things living there (plants and animals) • Match living things to their habitat • Name some different sources of food for animals • Know about and explain a simple food chain	• Know the basic stages in a life cycle for animals, (including humans) • Know why exercise, a balanced diet and good hygiene are important for humans	• Know and explain how seeds and bulbs grow into plants • Know what plants need in order to grow and stay healthy (water, light & suitable temperature)	• Know how materials can be changed by squashing, bending, twisting and stretching	• Know why a material might or might not be used for a specific job

Year 3

Biology			Chemistry	Physics	
Animals, including humans	**Plants**	**Plants**	**Rocks**	**Forces**	**Light**
• *Skeleton and muscles* • *Nutrition* • *Exercise and health*	• *Plant life* • *Basic structure and functions*	• *Life cycle* • *Water transportation*	• *Fossil formation* • *Compare and group rocks* • *Soil*	• *Different Forces* • *Magnets*	• *Reflections* • *Shadows*
• Know about the importance of a nutritious, balanced diet • Know how nutrients, water and oxygen are transported within animals and humans • Know about the skeletal and muscular system of a human	• Know the function of different parts of flowing plants and trees	• Know how water is transported within plants • Know the plant life cycle, especially the importance of flowers	• Compare and group rocks based on their appearance and physical properties, giving reasons • Know how soil is made and how fossils are formed • Know about and explain the difference between sedimentary, metamorphic and igneous rock	• Know about and describe how objects move on different surfaces • Know how a simple pulley works and use to on to lift an object • Know how some forces require contact and some do not, giving examples • Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason	• Know that dark is the absence of light • Know that light is needed in order to see and is reflected from a surface • Know and demonstrate how a shadow is formed and explain how a shadow changes shape • Know about the danger of direct sunlight and describe how to keep protected

Year 4

Biology		Chemistry	Physics	
Animals, including humans	**All living things and their habitats**	**States of Matter**	**Electricity**	**Sound**
• *Digestive system* • *Teeth* • *Food chains*	• *Grouping living things* • *Classification keys* • *Adaptation of living things*	• *Compare and group materials* • *Solids, liquids and gases* • *Changing state* • *Water cycle*	• *Uses of electricity* • *Simple circuits and switches* • *Conductors and insulators*	• *How sounds are made* • *Sound vibrations* • *Pitch and Volume*
• Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify and know the different types of human teeth • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey	• Use classification keys to group, identify and name living things • Know how changes to an environment could endanger living things • Group materials based on their state of matter (solid, liquid or gas)	• Know the temperature at which materials change state • Know about and explore how some materials can change state • Know the part played by evaporation and condensation in the water cycle	• Identify and name appliances that require electricity to function • Construct a series circuit • Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) • Predict and test whether a lamp will light within a circuit • Know the function of a switch • Know the difference between a conductor and an insulator; giving examples of each	• Know how sound is made, associating some of them with vibrating • Know how sound travels from a source to our ears • Know the correlation between pitch and the object producing a sound • Know the correlation between the volume of a sound and the strength of the vibrations that produced it • Know what happens to a sound as it travels away from its source

Year 5

Biology		Chemistry	Physics	
All living things and their habitats	**Animals, including humans**	**Properties and changes in materials**	**Forces**	**Earth and Space**
• *Life cycles – plants and animals* • *Reproductive processes* • *Famous naturalists*	• *Changes as humans develop from birth to old age*	• *Compare properties of everyday materials* • *Soluble/ dissolving* • *Reversible and irreversible substances*	• *Gravity* • *Friction* • *Forces and motion of mechanical devices*	• *Movement of the Earth and the planets* • *Movement of the Moon* • *Night and day*
• Know the life cycle of different living things e.g. mammal, amphibian, insect and bird • Know the differences between different life cycles • Know the process of reproduction in plants • Know the process of reproduction in animals	• Create a timeline to indicate stages of growth in humans	• Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets • Know and explain how a material dissolves to form a solution • Know and show how to recover a substance from a solution • Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating) • Know and demonstrate that some changes are reversible and some are not • Know how some changes result in the formation of a new material and that this is usually irreversible	• Know what gravity is and its impact on our lives • Identify and know the effect of air and water resistance • Identify and know the effect of friction • Explain how levers, pulleys and gears allow a smaller force to have a greater effect	• Know about and explain the movement of the Earth and other planets relative to the Sun • Know about and explain the movement of the Moon relative to the Earth • Know and demonstrate how night and day are created • Describe the Sun, Earth and Moon (using the term spherical)

Year 6

Biology			Physics	
Animals, including humans	**All living things and their habitats**	**Evolution and Inheritance**	**Electricity**	**Light**
• *The circulatory system* • *Water transportation* • *Impact of exercise on body*	• *Classification of living things and the reasons for it*	• *Identical and non identical off-spring* • *Fossil evidence and evolution* • *Adaptation and evolution*	• *Electrical components* • *Simple circuits* • *Fuses and voltage*	• *How light travels* • *Reflection* • *Ray models of light*
• Identify and name the main parts of the human circulatory system • Know the function of the heart, blood vessels and blood • Know the impact of diet, exercise, drugs and lifestyle on health • Know the ways in which nutrients and water are transported in animals, including humans	• Classify living things into broad groups according to observable characteristics and based on similarities and differences • Know how living things have been classified • Give reasons for classifying plants and animals in a specific way	• Know how the Earth and living things have changed over time • Know how fossils can be used to find out about the past • Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents) • Know how animals and plants are adapted to suit their environment • Link adaptation over time to evolution • Know about evolution and can explain what it is	• Compare and give reasons for why components work and do not work in a circuit • Draw circuit diagrams using correct symbols • Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer	• Know how light travels • Know and demonstrate how we see objects • Know why shadows have the same shape as the object that casts them • Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.

Working Scientifically Progression

Key Concepts		Enquiry Types
Variables	Something in an enquiry that can be changed or controlled.	Comparative and Fair Testing
Validity	How accurate or correct the results of an enquiry are.	Pattern Seeking
Design	How a scientific question was investigated	Grouping and Classifying
Reporting	How the findings of an enquiry are communicated to others	Observations Over Time
		Research using Secondary Sources

Working Scientifically Progression

Years 1 & 2

Know that we can ask questions about the world and that when we observe the world to answer these questions, this is science.

Variables	Validity	Design	Reporting
		Know that objects can be identified or sorted into groups based on their observable properties. Know that we can use magnifying glasses to observe objects closely. Know that we can test our questions to see if they are true.	Know that we can write down numbers and words or draw pictures to record what we find.

Working Scientifically Progression

Years 3 &4

Know that we can ask questions and answer them by setting up scientific enquiries
Know how to make relevant predictions that will be tested in a scientific enquiry

Variables	Validity	Design	Reporting
Know that in a fair test one thing is altered (independent variable) and one thing that may change as a result is measured (dependent variable) while all other conditions are kept the same.	Know that scientific enquiries can suggest relationships, but that they do not prove whether a prediction is true. Know that scientific enquiries are limited by the accuracy of the measurements (and measuring equipment) and by the extent to which conditions can vary even. Know that repeating enquiries, measurements and taking measures to keep conditions as consistent as possible can improve an enquiry.	Know how to use a range of equipment to measure accurately, including thermometers, data loggers, rulers and stopwatches. Know that the conclusions of scientific enquiries can lead to further questions, where results can be clarified or extended to different contexts. Know that a theory is an explanation of observations that has been tested to some extent and that a hypothesis is an explanation that has not yet been tested, but that can be tested through a scientific enquiry.	Know how to draw bar charts, a neat table and a classification key. Know how to label a diagram using lines to connect information to the diagram and how to use a coloured key. Know how to show the relationship between an independent variable in a two-way table; and how to label specific results in a two-way table. Know – with structured guidance - how to write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion. Know that they can draw conclusions from the findings of other scientists. Know how to shorten a scientific enquiry write-up into a brief oral discussion of what was found in a scientific enquiry.

Working Scientifically Progression

Years 5 &6

- **Know that we can ask questions and answer them by setting up scientific enquiries**
- **Know how to make relevant predictions that will be tested in a scientific enquiry**

Variables	Validity	Design	Reporting
Know how to choose appropriate variables to test a hypothesis (e.g., plant height as a dependent variable when measuring effect of light on plant growth).	Know how to identify conditions that were imperfectly controlled and can explain how these might affect results. Know how to accurately use further measuring devices, including digital and analogue scales, measuring cylinders and beakers, recognizing the relative accuracy of each device. Know how to evaluate the validity of the data collected and suggest improvements for future enquiries.	Know how and when to repeat measurements, how to find an average of a set of measurements and how to recognize and remove outliers from a set of data, justifying the removal as a potential mis-measurement.	Know how to independently write a simple scientific enquiry write-up including an introduction, a list of equipment, a numbered method, a detailing of results and a conclusion. Know how to present brief oral findings from an enquiry, speaking clearly and with confidence and using notes where necessary. Know examples of instances where scientific evidence has been used to support or refute ideas or arguments (e.g., fossil records as evidence of natural selection).

Opportunities to work scientifically

Year 1

	Comparative and Fair Testing	Observations over time	Research using Secondary Sources	Grouping and Classifying	Pattern Seeking
Seasonal Changes		Changes in temperature throughout the year			Length of daylight throughout the year
Animals, including humans			Research animals that live in a particular habitat	Group/ classify animals according to what they eat	Height changes as we get older
Plants		Changes to plants/ trees as they grow or in different seasons		Identify local trees and plants	
Everyday Materials	Compare the suitability of everyday materials for a specific job, e.g., building a bridge			Identify different materials based on their properties	

Opportunities to work scientifically

Year 2

	Comparative and Fair Testing	Observations over time	Research using Secondary Sources	Grouping and Classifying	Pattern Seeking
Uses of everyday materials	Compare materials to see which is the most waterproof			Group different materials based on their properties	
Animals, including humans			Research different food groups and design a balanced menu	Identify the off-spring of different animals	
Living things and their habitats			Research animals and how they adapt to their environment	Group animals based on their natural habitats	
Plants	Investigate which conditions plants need to grow	Change in plant growth over time		Identify parts of a plant	
Forces (Introduction)	Investigate the effect of force on the speed an object moves			Group materials based on how they react to a force (e.g., stretchy)	

Opportunities to work scientifically

Year 3

	Comparative and Fair Testing	Observations over time	Research using Secondary Sources	Grouping and Classifying	Pattern Seeking
Rocks and soil			Research how fossils and different types of rocks are formed	Identify different rocks and the group they belong to	
Animals, including humans		Observe the effect of excess sugar over time (based on egg shells)	Research animals to identify their animal group and habitat	Group/ classify and animal based on its group and species	
Plants		Observe how water travels up the stem	Research different types of seed dispersal		
Light	Compare materials based on reflectiveness	Shadow length throughout the day		Group materials based on their opacity and transparency	Object size compared to shadow
Forces and magnets	Compare materials based on the amount of friction they generate			Group magnetic and non-magnetic materials	

Opportunities to work scientifically

Year 4

	Comparative and Fair Testing	Observations over time	Research using Secondary Sources	Grouping and Classifying	Pattern Seeking
Electricity	Determine which materials are electrical conductors or insulators			Classify/ group materials into electrical conductors or insulators	
Animals, including humans			Research the different body parts involved in digestion	Classify plants/ animals into either producer, consumer or predator	
Living things and their habitats			Research the effect of climate change on animals around the world	Classify animals based on their observable characteristics	
States of Matter		Measure temperature changes in water over time	Research the water cycle and how it works	Identify solids, liquids or gases	
Sound	The affect of distance from the source on volume				Compare how length and width of tubes affect pitch

Opportunities to work scientifically

Year 5

	Comparative and Fair Testing	Observations over time	Research using Secondary Sources	Grouping and Classifying	Pattern Seeking
Earth and Space			Research the plants in our solar system, including length of orbit		Compare the distance a planet is from the Sun and its temperature
Animals, including humans			Research changes in humans at different stages in our lives		Compare height with physical task e.g., distance a ball is thrown
Forces	Shape of an object and the time it takes to travel through water				Surface material on a ramp and the distance/ speed it travels
Properties and changes of materials	Factors that affect the speed a solute dissolves in water, e.g., temperature	Observe over time the separation of a solute and solvent via evaporation		Classify/ group materials as either soluble or insoluble	
Living things and their habitats			Research the life cycle of different animal groups	Classify/ group and animal based on its group and species	

Opportunities to work scientifically

Year 6

	Comparative and Fair Testing	Observations over time	Research using Secondary Sources	Grouping and Classifying	Pattern Seeking
Electricity	Effect of increasing voltage on the brightness of a bulb				Compare brightness of bulb in series and parallel circuits
Animals, including humans	Impact of exercise on the heart rate		Research how drugs affect the body		Compare resting heart rate of different people
Living things and their habitats		Conditions needed for bread to go mouldy	Research the different types of micro-organisms	Classify different types of arthropod	
Evolution and Inheritance			Research Charles Darwin and his work		Compare sculls/ body parts of animals as they have evolved
Light				Group materials based on transparency	Compare distance from light source and shadow

KEPS 2023-2024	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS 1	Human Body and Senses	Night and day bedtime	Materials and forces: Vehicles	How things work: bridges	Animals and plants	Minibeasts and lifecycles
EYFS 2	Human Body myself	Night and day linked to seasonal activities	Senses Animals where they live and habitats	Underground animals	Where food comes from Food cycle	Minibeast and their cycles. Plants
Year 1	Everyday Materials	Seasonal Changes 1	Animals inc humans – Knowing parts of human body	Animals inc humans - Classification of Animals	Seasonal Changes 2: Weather and length of day	Plants
Year 2	Animals including humans: Heathy living	Plants 1: How plants grow	Uses of Everyday materials	Living things and their habitats	Plants 2: Trees	Living things and their habitats
Year 3	Rocks and soils	Animals inc humans: Skeletons and muscles	Forces and magnets	Plants: Parts of a plant	Plants: Life Cycle	Light and dark
Year 4	Sound	States of matter	Living things and their habitats: Classifications of animals.		Animals including humans: Digestive System	Electricity
Year 5	Living things and their habitats: Life cycles	Earth and Space	Forces	Properties and changes of materials: Reversible and Irreversible changes.		Animals inc humans: Human life cycles
Year 6	Living things and their habitats: Classifications of Living things	Electricity	Evolution and Inheritance	Light	Animals inc humans: Heart and the circulatory system	

Understanding of the World: Science

3 and 4-year olds will …

Children should be learning to:

- **Use all their senses in hands-on exploration of natural materials**
- **Explore collections of materials with similar and/or different properties.**
- **Talk about what they see, using a wide vocabulary**

Key Vocabulary

- ❑ **plastic**
- ❑ **wood**
- ❑ **glass**
- ❑ **bricks**
- ❑ **metal**
- ❑ **leather**

Examples of how this could be supported

Provide interesting natural environments for children to explore freely outdoors. Make collections of natural materials to investigate and talk about. Suggestions:

- contrasting pieces of bark
- different types of leaves and seeds
- different types of rocks
- different shells and pebbles from the beach

Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app. Encourage children to talk about what they see. Model observational and investigational skills. Ask out loud: "I wonder if…?" Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas

Stages of Development

Collect different materials they find in outside places like woods, etc (taking care to be environmentally friendly)

Organise the collections into groups, such as things that grow/ grew and things that did not grow.

Label different materials by name, i.e., wood, plastic, glass, etc. Consider some of their uses.

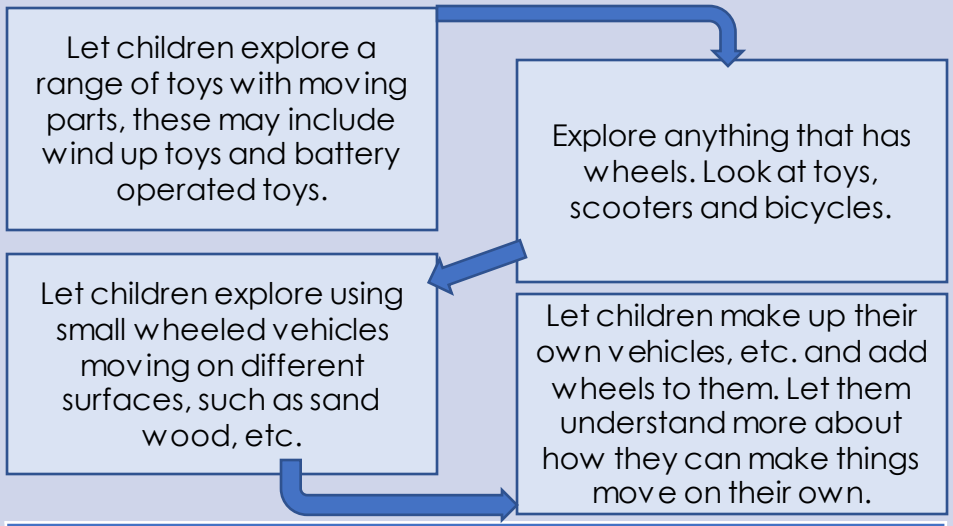
Look more closely at natural materials by using magnifying instruments and get children to make observations, both in words and drawing.

The Natural World: End of nursery expectation

- **Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;**
- **Talking about some of the things they have observed such as plants, animals, natural and found objects;**
- **Talking about why things happen and how things work;**
- **Developing an understanding of growth, decay and changes over time;**
- **Showing care and concern for living things and the environment.**

Understanding of the World: Science

3 and 4-year olds will …

Children should be learning to:	Examples of how this could be supported	Stages of Development
Explore how things work	Provide mechanical equipment for children to play with and investigate. Suggestions: wind-up toys, pulleys, sets of cogs with pegs and boards	

Key Vocabulary

- ❑ cogs
- ❑ wind up
- ❑ pulley
- ❑ battery
- ❑ pop up
- ❑ key

The Natural World: End of nursery expectation

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- **Talking about some of the things they have observed such as plants, animals, natural and found objects;**
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- **Developing an understanding of growth, decay and changes over time;**
- **Showing care and concern for living things and the environment.**

Understanding of the World: Science

3 and 4-year olds will …

Children should be learning to:

Plant seeds and care for growing plants.
Understand the key features of the life cycle of a plant and an animal.
Begin to understand the need to respect and care for the natural environment and all living things

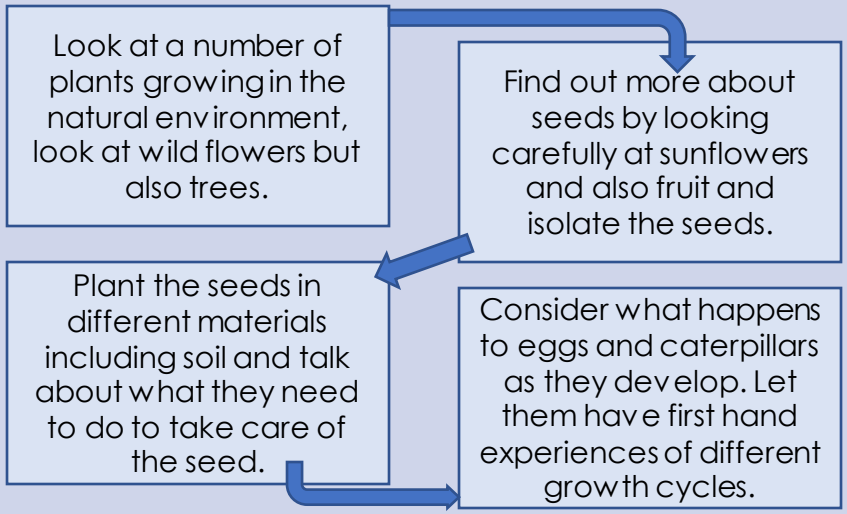
Key Vocabulary

- ❑ petal
- ❑ root
- ❑ flower
- ❑ soil
- ❑ grow
- ❑ nature

Examples of how this could be supported

Show and explain the concepts of growth, change and decay with natural materials.
Suggestions:
• plant seeds and bulbs so children observe growth and decay over time
• observe an apple core going brown and mouldy over time
• help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.
Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.
Encourage children to refer to books, wall displays and online resources.
This will support their investigations and extend their knowledge and ways of thinking.

Stages of Development



The Natural World: End of nursery expectation

- **Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;**
- **Talking about some of the things they have observed such as plants, animals, natural and found objects;**
- **Talking about why things happen and how things work;**
- **Developing an understanding of growth, decay and changes over time;**
- **Showing care and concern for living things and the environment.**

Understanding of the World: Science

3 and 4-year olds will …

Children should be learning to:

Explore and talk about different forces they can feel.

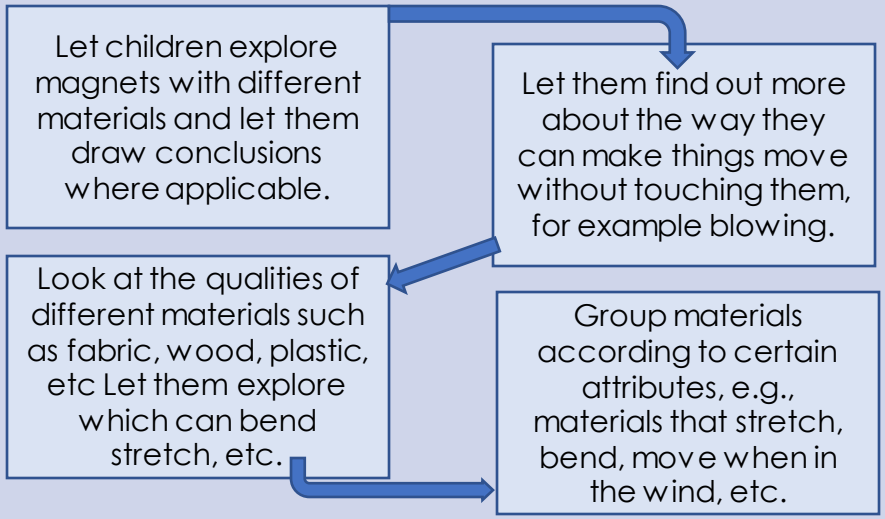
Key Vocabulary

- ❑ attract
- ❑ windmill
- ❑ pushing
- ❑ pulling
- ❑ stretching
- ❑ bending

Examples of how this could be supported

Draw children's attention to forces.
Suggestions:
• how the water pushes up when they try to push a plastic boat under it
• how they can stretch elastic, snap a twig, but cannot bend a metal rod
• magnetic attraction and repulsion
Plan and introduce new vocabulary related to the exploration and encourage children to use it.

Stages of Development



The Natural World: End of nursery expectation

- **Able to comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world;**
- **Talking about some of the things they have observed such as plants, animals, natural and found objects;**
- **Talking about why things happen and how things work;**
- **Developing an understanding of growth, decay and changes over time;**
- **Showing care and concern for living things and the environment.**

Understanding of the World: Science

Reception aged children will …

Children should be learning to:	Examples of how this could be supported	Stages of Development
Explore the natural world around them	Provide children with have frequent opportunities for outdoor play and exploration. Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water	Appreciate that there are a number of creatures that share our planet with us → Learn to look more closely at plants, animals and inspects that are around us → Talk about and draw some of the natural phenoniums around them by observing and recording. ← Begin to notice certain patterns in the natural world, e.g., spider spinning a web, ice melting, sun going behind clouds

Key Vocabulary

- ❑ **hedgehog**
- ❑ **minibeast**
- ❑ **shadow**
- ❑ **melting**
- ❑ **floating**
- ❑ **spider**

The Natural World: Early Learning Goal

- **Explore the natural world around them, making observations and drawing pictures of animals and plants;**
- **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;**
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding of the World: Science

Reception aged children will …

Children should be learning to:	Examples of how this could be supported	Stages of Development
Describe what they see, hear and feel whilst outside	Encourage focused observation of the natural world. Listen to children describing and commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside	Experience being out in the wind, rain and sun. Begin to talk about the experience of getting wet and feeling the wind → Begin to recognise some of the potential hazards associated with the outside environment but also recognise its beauty Have the vocabulary to describe their experiences in much greater detail → Begin to name some of the common plants and animals they see, including names of common birds

Key Vocabulary

- ❑ showers
- ❑ drizzle
- ❑ robin
- ❑ chaffinch
- ❑ oak tree
- ❑ conkers

The Natural World: Early Learning Goal

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- **Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;**
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Understanding of the World: Science

Reception aged children will …

Children should be learning to:	Examples of how this could be supported	Stages of Development
Understand the effect of changing seasons on the natural world around them.	Guide children's understanding by draw children's attention to the weather and seasonal features. Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play	Notice that the weather changes very frequently and that they have to wear different clothing through the year Be able to contribute to a weather chart using appropriate symbols when doing so Know which season is the hottest in the year and which is the coldest Know the names of the seasons and be able to articulate what each season brings

Key Vocabulary

- ❑ **Autumn**
- ❑ **Winter**
- ❑ **Spring**
- ❑ **Summer**
- ❑ **evergreen**
- ❑ **deciduous**

The Natural World: Early Learning Goal

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.**