

Learning objectives and skills

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Advent		Lent	-	Pentecost	
Where Does All That Food Go?	Good Vibrations	In a state	In a state	Who am I?	Human Impact
Our Changing World	Our Changing World		Switched on	Human Impact	Our changing world
				Our changing world	
Where Does All That Food Go?	Good Vibrations	In a state	In a state	<u>Who am I?</u>	Human Impact
1: What do we know about food?	1: What do we know about	1: What are my properties?	Enrichment 1: Which chocolate	(Revisit Where does all that food go?	(Revisit <i>In a state?</i> topic)
 Asking relevant questions and 	sounds?	 Identifying differences, 	should we choose?	topic)	10: Where did the water come from?
using different types of	 Identifying differences, 	similarities or changes	 Using results to draw simple 	6: What do animals eat?	 Identifying differences, similarities or
scientific enquiries to answer	similarities or changes	related to simple scientific	conclusions, make predictions	 Gathering, recording, classifying 	changes related to simple scientific
them.	related to simple scientific	ideas and processes.	for new values, suggest	and presenting data in a variety	ideas and processes.
	ideas and processes.		improvements and raise further	of ways to help in answering the	
2: Where does the food go inside		2: What happens to the ice hands?	questions.	question.	11: Where does rain come from?
your body?	2: How are sounds made?	 Setting up simple practical 			 Recording findings using simple
Gathering, recording,	 Recording findings using 	enquiries, comparative and	Enrichment 2: Why do we put salt on	7: What do animals' teeth tell us?	scientific language, drawings,
classifying and presenting	simple scientific language,	fair tests.	icy roads?	 Identifying differences, 	labelled diagrams, bar charts, and
data in a variety of ways to	drawings, labelled diagrams,		Making systematic and careful	similarities or changes related to	tables.
help in answering the	bar charts, and tables.	3: What makes a difference to how	observations and, where	simple scientific ideas and	
question.	,	fast ice melts?	appropriate, taking accurate	processes.	1: What impact do humans have locally?
	3: How do sounds travel?	 Gathering, recording, 	measurements using standard		 Identifying differences, similarities or
3: What sort of teeth do we have?	Using straightforward	classifying and presenting	units, using a range of	1: Who are you?	changes related to simple scientific
Making systematic and careful	scientific evidence to answer	data in a variety of ways to	equipment, including	Making systematic and careful	ideas and processes.
observations	questions to support their	help in answering the	thermometers and data loggers.	observations and, where	
003017410113	findings.	question.	and home and bala loggere.	appropriate, taking accurate	2: How can we find out about litter?
4: Why do we have different types	indings.	9003001.	Enrichment 3: How does the	measurements using standard	Gathering, recording, classifying and
of teeth?	4: How can we make a sound	4: What are melting and	thermometer work?	units, using a range of	presenting data in a variety of ways
Using straightforward scientific	louder and quieter?	freezing?	Making systematic and careful	equipment, including	to help in answering the question.
evidence to answer questions	Reporting on findings from	 Identifying differences, 	observations and, where	thermometers and data loggers.	to help in answering the question.
			appropriate, taking accurate	thermometers and data loggers.	2. What turned of litter are drepped
to support their findings	enquiries, including oral and	similarities or changes related to simple scientific	measurements using standard	2: Who are you?	3: What types of litter are dropped locally?
5: How can we look after our teeth?	written explanations, displays	•	units, using a range of	-	-
	or presentations of results	ideas and processes.	equipment, including	 Making systematic and careful observations and, where 	Gathering, recording, classifying and
Gathering, recording,	and conclusions.	E. Are encode really empty?	thermometers and data loggers.		presenting data in a variety of ways
classifying and presenting	E. Hew de coundo change co we	5: Are spaces really empty?	thermometers and data loggers.	appropriate, taking accurate	to help in answering the question.
data in a variety of ways to	5: How do sounds change as we	Making systematic and	Switched on	measurements using standard	A. What times of litter and drawned
help in answering the	move away from the source?	careful observations and,	1: What makes it work?	units, using a range of	4: What types of litter are dropped
question.	Making systematic and	where appropriate, taking		equipment, including	locally?
	careful observations and,	accurate measurements	Identifying differences,	thermometers and data loggers.	Gathering, recording, classifying and
6: What do animals eat?	where appropriate, taking	using standard units, using a	similarities or changes related to	2. Whe lives have?	presenting data in a variety of ways
Gathering, recording,	accurate measurements	range of equipment,	simple scientific ideas and	3: Who lives here?	to help in answering the question.
classifying and presenting	using standard units, using a	including thermometers and	processes.	Making systematic and careful	
data in a variety of ways to	range of equipment,	data loggers.	2. Convey light the hulls?	observations and, where	5: Why does clearing litter matter?
help in answering the	including thermometers and		2: Can you light the bulb?	appropriate, taking accurate	Reporting on findings from enquiries,
question.	data loggers.	6: What state am I in?	Reporting on findings from	measurements using standard	including oral and written
		 Identifying differences, 	enquiries, including oral and	units, using a range of	explanations, displays or
7: What do animals' teeth tell us?	6: How can we change the pitch of	similarities or changes	written explanations, displays or	equipment, including	presentations of results and
 Identifying differences, 	a plucked note?	related to simple scientific	presentations of results and	thermometers and data loggers.	conclusions.
similarities or changes related	 Using results to draw simple 	ideas and processes.	conclusions.		
to simple scientific ideas and	conclusions, make			4: Who lives here?	6: What happens when a food chain is
processes.	predictions for new values,	7: How can we get it dry?	3: How does a circuit work?	 Making systematic and careful 	broken?
	suggest improvements and	 Making systematic and 	 Reporting on findings from 	observations and, where	 Gathering, recording, classifying and
8: How is food broken down?	raise further questions.	careful observations and,	enquiries, including oral and	appropriate, taking accurate	presenting data in a variety of ways
 Gathering, recording, 		where appropriate, taking	written explanations, displays or	measurements using standard	to help in answering the question.
classifying and presenting	7: How can we use air to make	accurate measurements	presentations of results and	units, using a range of	
data in a variety of ways to	music?	using standard units, using a	conclusions.	equipment, including	7: What is the impact of habitat
help in answering the	 Reporting on findings from 	range of equipment,		thermometers and data loggers.	destruction in other parts of the world?
question.	enquiries, including oral and	including thermometers and	4: Why doesn't it work?		 Gathering, recording, classifying and
	written explanations, displays	data loggers.	 Recording findings using simple 	5: How are vertebrates grouped?	presenting data in a variety of ways
9: How can we model the digestive	or presentations of results		scientific language, drawings,	 Identifying differences, 	to help in answering the question.
system?	and conclusions.	8: What is evaporation?		similarities or changes related to	

 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Enrichment 1: How good is toothpaste? Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Enrichment 2: Can we make a good toothpaste? Setting up simple practical enquiries, comparative and fair tests. Our Changing World How can we classify trees by looking at their leaves? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 	 8: How can we use air to make music? Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Enrichment 1: How can we make the best string telephone? Setting up simple practical enquiries, comparative and fair tests. Enrichment 2: How can we muffle sound? Enrichment 3: Can all animals hear? Our Changing World 2: How can we classify and identify deciduous trees in winter? Gathering, recording, classifying and presenting data in a variety of ways to help in answering the question. 	 Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. What is boiling? Using straightforward scientific evidence to answer questions to support their findings. Where did the water come from? Identifying differences, similarities or changes related to simple scientific ideas and processes. Where does rain come from? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. What have we learned about changes of state? Identifying differences, similarities or changes related to simple scientific ideas and processes. 	 labelled diagrams, bar charts, and tables. 5: What does a switch do? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 6: What can we use instead of wires? Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. 7: What types of material conduct electricity? Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 8: How are electrical conductors and insulators used? Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. 	 simple scientific ideas and processes. 6: How are vertebrates grouped? Identifying differences, similarities or changes related to simple scientific ideas and processes. 7: How are invertebrates grouped? Identifying differences, similarities or changes related to simple scientific ideas and processes. 8: How are invertebrates grouped? Identifying differences, similarities or changes related to simple scientific ideas and processes. 8: How are invertebrates grouped? Identifying differences, similarities or changes related to simple scientific ideas and processes. 8: How are invertebrates grouped? Identifying differences, similarities or changes related to simple scientific ideas and processes. 8: How can we classify plants by looking at their flowers? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables. 	 Enrichment 1: What do zoos do? Recognizing statements that do and do not support an argument Enrichment 2: Should we have zoos? Using straightforward scientific evidence to answer questions to support their findings. Our Changing World 6: How can we classify plants by looking at their flowers? Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.
			 improvements and raise further questions. 9: What do we now know about electricity? Using straightforward scientific evidence to answer questions to support their findings. 	• Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.	
		#BTK and Link	s with other subjects		
PHSE – How to look after ourselves			#BTK – Why are Lighthouses important.		#BTK – Looking after the environment. <u>Genesis 2:15</u> The LORD God took the man and put him in the garden of Eden to work it and keep it.
		Key	Vocabulary		
Where Does All That Food Go? solid, liquid, hard, soft, pour, flow, pile, pool, surface, horizontal, runny, viscous, sticky, grain, powder, ice, water, temperature, cool, cooling, warm, warming, hot, degree Celsius, melt, melting, freeze, freezing, solidify, solidifying, heating, states of matter, change of state, melting point, freezing point, process, gas, air, carbon dioxide, helium, oxygen, bubbles, empty, particle, weight,	Good Vibrations sound, loud, quiet, high, low, repeating, continuous, strike, blow, shake, pluck, vibration, vibrate, solid, gas, volume, strength of vibrations, sound source, fainter, distance, pitch, particles, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions Our Changing World	In a state sound, loud, quiet, high, low, repeating, continuous, strike, blow, shake, pluck, vibration, vibrate, solid, gas, volume, strength of vibrations, sound source, fainter, distance, pitch, particles, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions	In a state sound, loud, quiet, high, low, repeating, continuous, strike, blow, shake, pluck, vibration, vibrate, solid, gas, volume, strength of vibrations, sound source, fainter, distance, pitch, particles, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions <u>Switched on</u>	Who am I? features, sequence, key, distinguish, similarities, differences, vertebrate, fish, amphibian, reptile, bird, mammal, backbone, hair, scales, feathers, eggs, wings, beak, lungs, gills, cold blooded, warm blooded, suckle, head, thorax, abdomen, wing, segment, antennae, insects, arachnids (spiders), crustaceans, myriapods, molluscs,	Human Impact environment, impact, positive, negative, litter, pollution, waste, biodiversity, habitat, derelict, graffiti, traffic, destroy, create, location, food chain, producer, consumer, human impact , global issue, destruction, deforestation, rainforest, climate, climate change, zoo, endangered, breed, wild, natural, predator, prey, conservation, categories, tally chart, pictogram, bar chart, axes, scale, opinion, point of view, argument, viewpoint, debate

and	Enrichment 1: What do zoos do? Recognizing statements that do and do not support an argument
ed?	Enrichment 2: Should we have zoos?
related to and	 Using straightforward scientific evidence to answer questions to support their findings.
uped?	<u>Our Changing World</u> 6: How can we classify plants by looking at their flowers?
related to and	 Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.
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compress, squash, shape, volume, dry,	stalk, simple and compound leaves,	electricity, electrical, mains, plugged in,	worms, observations, sort, group,	Our Changing World
evaporate, evaporation, water vapour,	leaflet, leaf edge (entire, lobed,	battery, power, rechargeable, solar,	classify, identify	stalk, simple and compound leaves, leaflet,
evaporate, evaporation, water vapour, boil, boiling, boiling point, steam, thermometer, data logger, sensor, droplets, condense, condensation, water, droplets, cycle, model, snow, expand, scale, calibrate, heat sensitive, sensor, observe, measure, fair test, variable, collect, present, interpret, data, axis, scale, interval, control, keep the same, evidence, annotate, accuracy, describe, explain, evaluate, reliable, repeatable <u>Our Changing World</u> stalk, simple and compound leaves, leaflet, leaf edge (entire, lobed, toothed, wavy), leaf arrangement (alternate, opposite, whorled)	leaflet, leaf edge (entire, lobed, toothed, wavy), leaf arrangement (alternate, opposite, whorled)	battery, power, rechargeable, solar, wind up, sound, light, heat, movement, cell, wire, bulb, bulb holder, buzzer, motor, component, circuit, complete circuit, short circuit, flow, break, make, metal, connect, disconnect, terminal, positive, negative, switch, press switch, toggle switch, tilt switch, pendulum switch, property, electrical conductor, electrical insulator, electron, filament, sets, Venn diagram, Carroll diagram, table, conclusion, evidence, annotate	classify, identify	stalk, simple and compound leaves, leaflet, leaf edge (entire, lobed, toothed, wavy), leaf arrangement (alternate, opposite, whorled)

	Working scientifically statements.
Planning	 Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.
Observing	 Making systematic and careful observations and, where appropriate, taking accurate measureme equipment, including thermometers and data loggers.
Recording	 Gathering, recording, classifying and presenting data in a variety of ways to help in answering the Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and t
Concluding	 Reporting on findings from enquiries, including oral and written explanations, displays or present Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions to support their findings.
Evaluating	 Using results to draw simple conclusions, make predictions for new values, suggest improvement

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nts and raise further questions.