

Autumn 1 The Romans	Autumn 2 States of matter	Spring 1 Vikings and Anglo Saxons	Spring 2 Digestion	Summer 1 Oceans of the World	Summer 2 Magnificent mountains
<p><b>Sound</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• identify how sounds are made, associating some of them with something vibrating</li> <li>• recognise that vibrations from sounds travel through a medium to the ear</li> <li>• find patterns between the pitch of a sound and features of the object that produced it</li> <li>• find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>States of matter</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• 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)</li> <li>• identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Electricity</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identify and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associating this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b>Animals, including humans</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• describe the simple functions of the basic parts of the digestive system in humans</li> <li>• identify the different types of teeth in humans and their simple functions</li> <li>• construct and interpret a variety of food chains, identify producers, predators and prey</li> </ul>	<p><b>Living things and their habitats</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Living things and their habitats</b></p> <p>The children will:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>

**Pupils will be taught to use the following skills when carrying out investigations:**

- Asks relevant questions and uses past knowledge when considering new investigation
- Can set up simple practical enquiries and understand a fair test.
- Can understand that changing only one variable is the best method for testing.
- Can make careful observations using notes and simple tables and drawing.
- In drawing can consider scale and detail. • Can take accurate measurements using standard units of length, time and heat. Use mm and cm. Use negative numbers.
- Label diagrams neatly, use keys, bar charts, and simple tables. Use headings to clarify what information is being collected.
- Draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Use scientific evidence to answer questions or to support their findings relate the results to scientific knowledge
- Use independent research including secondary sources to help them to answer questions
- Know how to use a microscope, magnifying lens, thermometer.

