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
Sound The children will: • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. Isaac Newton - Mathematician & Physicist who measured the speed of sound	**States of matter** The children will: • compare and group materials together, according to whether they are solids, liquids or gases • 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) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Joseph Priestley - Clergyman who discovered oxygen at about the same time as Carl Wilhelm Scheele Carl Wilhelm Scheele - Chemist who discovered oxygen at about the same time as Joseph Priestley	**Electricity** The children will: • identify common appliances that run on electricity • construct a simple series electrical circuit, identify and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • recognise that a switch opens and closes a circuit and associating this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. Lewis Howard Latimer - Electronic Engineer who improved the design of Edison's light bulb and brought street lighting to the world	**Animals, including humans** The children will: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identify producers, predators and prey Paul Sharpe - Bioengineer who studies how to regrow teeth if they become damaged **Science week: producing a poster about:** **Arapaho: Dian Fossey** **Chippewa: Alexander Graham Bell**	**Living things and their habitats** The children will: • recognise that living things can be grouped in a variety of ways • exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. Jacques Cousteau - Oceanographer and co-inventor of the aqualung	**Living things and their habitats** The children will: • recognise that living things can be grouped in a variety of ways • exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. Liz Bonnin - TV Presenter & Wildlife Conservationist

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.