

Term - Dates	No. Week (s) to complete	No. of lessons	Unit Title Essential skills	Standard and Sub-Standard	Learning Objective	Resources for the Unit	E-Learning	Comments/Cross Curricular
BIOLOGY – LIVING THINGS IN THEIR ENVIRONMENT								
T1. 8/9 - 31/10	7	14	<p>Topic 1 – Living things in their environment</p> <p>Learn about plants and animals in their immediate environment</p> <p>Learn how differences between places very close to each other contain a different range of plants and animals</p> <p>Consider how to treat living things and the environment with care and sensitivity</p> <p>Investigate the weather in their local environment.</p>	<p>Biology – Living things in their environment</p> <p>Scientific Enquiry</p>	<p>2Be1 Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there"</p> <p>2Be2 Understand ways to care for the environment. Secondary sources can be used</p> <p>2Be3 Observe and talk about their observation of the weather, recording reports of weather data</p> <p>2Ep1 Collect evidence by making observations when trying to answer a science question</p> <p>2Ep2 Use first hand experience, e.g. observe melting ice</p> <p>2Ep3 Use simple information sources</p> <p>2Eo2 Talk about risks and how to avoid danger</p> <p>2Eo3 Make and record observations</p> <p>2Eo4 Take simple measurements</p> <p>2Eo5 Use a variety of ways to tell others what happened</p> <p>2Eo6 Make comparisons</p> <p>2Eo7 Identify simple patterns and associations</p>			<p>Identify similarities and differences between local environments and know about some of the ways in which these affect the animals and plants that are found there – think about their adapted features for living where they do e.g. a camel in the desert, a shark in the ocean etc.</p> <p>Discuss different types of habitats – ponds, under rocks, on a tree etc</p> <p>Introduce the idea that around the world, some environments are being spoiled or destroyed.</p>
ASSESSMENTS								
<p>B01 due by 20th September</p> <p>B02 due by 3RD October</p> <p>B03 due by 31st October</p>								
CHEMISTRY – MATERIAL PROPERTIES								
T1/T2 3/11 – 16/1	7	14	<p>Topic 2 –Material Properties</p> <p>Distinguish between an object and the material from which it is made</p> <p>Discuss ways materials can be changed by heating and cooling</p> <p>Realise dangers and understand how to keep safe</p> <p>Recognise melting and dissolving are different and that when a solid dissolves it is still there.</p>	<p>Chemistry – Material Properties</p> <p>Scientific Enquiry</p>	<p>2Cc1 Know how the shapes of some materials can be changed by squashing, bending, twisting and/or stretching</p> <p>2Cc2 Explore and describe the way some everyday materials change when they are heated or cooled</p> <p>2Cc3 Recognise that some materials can dissolve in water</p> <p>2Ep2 Use first hand experience, e.g. observe melting ice</p> <p>2Ep3 Use simple information sources</p> <p>2Ep5 Predict what will happen before deciding what to do</p> <p>2Ep6 Recognise that a test or comparison may be unfair</p> <p>2Eo1 Make suggestions for collecting evidence</p> <p>2Eo2 Talk about risks and how to avoid danger</p> <p>2Eo3 Make and record observations</p> <p>2Eo6 Make comparisons</p> <p>2Eo8 Talk about predictions (orally and in text), the outcome and why this happened</p> <p>2Eo9 Review and explain what happened</p>	<p>A selection of everyday objects and materials e.g. blocks of wood, metal, plastic.</p> <p>A selection of everyday objects around the classroom with a variety of shapes, textures e.g. wooden rulers, plants, metal spoons, aluminium foil, rocks, fabrics, plastic toys.</p> <p>Blocks of materials e.g.</p>		<p>Include the terms 'squash/bend/twist/stretch' in your commands. Make sure learners are wearing appropriate footwear and clothing for these activities</p>

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						wood/plastic/glass/metal.		

ASSESSMENTS

B04 due by 14th November

B05 due by 5th December

B06 due by 16th January

CHEMISTRY TOPIC 3 – MATERIAL PROPERTIES

T2 19/1/20 – 20/2/20	5	8	<p>Topic 3 – Materials and their properties</p> <p>Sort objects into groups based on the properties of their materials</p> <p>Recognise and name common materials</p> <p>Use senses to explore and talk about different materials</p>	<p>Chemistry – Materials and their properties</p> <p>Scientific Enquiry</p>				
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ASSESSMENTS

C01 due by 30th January

C02 due by 20th February

PHYSICS TOPIC 4 - FORCES

T2/3 1/3/20 - 16/4/20	6	5	<p>Topic 4: Forces – Pushes and Pulls</p> <p>To understand movement in terms of pushes and pulls</p> <p>To learn about different sorts of movement and how to describe these</p> <p>To relate their understanding of movement in everyday contexts e.g. road safety</p>	<p>Physics – Forces: Pushes and Pulls</p>	<p>1Pf1 Explore, talk about and describe the movement of familiar things</p> <p>1Pf2 Recognise that both pushes and pulls are forces</p> <p>1Pf3 Recognise that when things speed up, slow down or change direction there is a cause</p> <p>1Ep1 Try to answer questions by collecting evidence through observation</p> <p>1Ep2 Ask questions and contribute to discussions about how to seek answers</p> <p>1Ep3 Make predictions</p> <p>1Ep4 Decide what to do to try to answer a science question</p> <p>1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions</p> <p>1Eo2 Suggest ideas and follow instructions</p> <p>1Eo3 Record stages in work</p> <p>1Eo4 Make comparisons</p> <p>1Eo5 Compare what happened with predictions</p>	<p>A selection of toys that move or have moving parts.</p> <p>Balls – footballs or large enough for learners to handle easily</p>	<p>Pushes and pulls</p>	<p>Some learners will only recognise movement as going from place to place.</p> <p>Misconception alert: If wind-up toys are used the reason for the movement can be complex. Make sure children understand a mechanism is being used to move the toy which requires a motion from whoever is winding up the toy.</p> <p>Learners may think some objects need either a push or a pull when in truth a push or a pull can be applied to anything.</p>
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Assessments <u>P01</u> due by 19th March <u>P02</u> due by 16th April								
PHYSICS TOPIC 5 - SOUND								
T3 19/4/20 - 4/6/20	6	6	Topic 5: Sound To understand that a sound is made when something moves backwards and forwards. Develop an understanding of the huge variety of sounds and sources of sound encountered day-by-day Begin to relate sounds to their sense of hearing Introduced to the idea that sounds travel away from the source	Physics – Sounds Scientific Enquiry	1Ps1 Identify many sources of sound 1Ps2 Know that we hear when sound enters our ear 1Ps3 Recognise that as sound travels from a source it becomes fainter 1Ep1 Try to answer questions by collecting evidence through observation 1Ep2 Ask questions and contribute to discussions about how to seek answers 1Ep3 Make predictions 1Ep4 Decide what to do to try to answer a science question 1Eo1 Explore and observe in order to collect evidence (measurements and observations) to answer questions 1Eo2 Suggest ideas and follow instructions 1Eo3 Record stages in work 1Eo4 Make comparisons 1Eo5 Compare what happened with predictions	Objects that make sounds e.g. musical instruments, toys, bells, whistles. Recording of sounds made in nature Sound source (e.g. a musical instrument). Triangles and cymbals and/or objects that make quite quiet sounds	Sound game - choose the hard level	Ask learners to carry out an action without an object and talk about if there is still a sound or not. Show how something has to happen to an object to make a sound.
Assessments <u>P03</u> due by 14th May <u>P04</u> due by 4th June								