

| 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 – PLANTS | | | | | | | | |
| T1. 8/9 – 14/11 | 10 | 30 | Topic 1 – Plants Revise the parts of a plant and their role in keeping a plant healthy Extend their learning to understand that plants need water and light to make their own food and grow. | Biology – Living things in their environment Scientific Enquiry | 3Bp1 Know that plants have roots, leaves, stems and flowers 3Bp2 Explain observations that plants need water and light to grow 3Bp3 Know that water is taken in through the roots and transported through the stem 3Bp4 Know that plants need healthy roots, leaves and stems to grow well 3Bp5 Know that plant growth is affected by temperature 3Ep1 Collect evidence in a variety of contexts to answer questions or test ideas 3Ep2 Suggest ideas, make predictions and communicate these 3Ep3 With help, think about collecting evidence and planning fair tests 3Eo1 Observe and compare objects, living things and events 3Eo3 Present results in drawings, bar charts and tables 3Eo4 Draw conclusions from results and begin to use scientific knowledge to suggest explanations 3Eo5 Make generalisations and begin to identify simple patterns in results | Photographs of a wide variety of plants. Pot-bound specimens. Compost and new pots. Magnifying glasses. | Plant moving to the light | Misconception alert: Make sure learners understand that crops, trees and grasses are all plants, even if we don't always call them plants. Ensure learners understand a plant is (generally) passive. It will move/grow to face light and increase absorption of water and nutrients but it doesn't actively drink or 'suck up' water or light. |
| ASSESSMENTS B01 due by 20th September B02 due by 3RD October B03 due by 31st October | | | | | | | | |
| BIOLOGY - HUMANS AND OTHER ANIMALS | | | | | | | | |
| T1/T2 17/11 – 21/2 | 10 | 30 | Topic 2 – Humans and other animals Revise that plants and animals are living things Use life processes to identify living things Use simple features to sort living things into groups Revise the human senses Explore how senses allow them to detect things happening outside of their body. Explore the components of an adequate, varied diet | Biology – Humans and other animals Scientific Enquiry | 3Bh1 Know life processes common to humans and animals include nutrition (water and food), movement, growth and reproduction 3Bh2 Describe differences between living and non-living things using knowledge of life processes 3Bh3 Explore and research exercise and the adequate, varied diet needed to keep healthy 3Bh4 Know that some foods can be damaging to health, e.g. very sweet and fatty foods 3Bh5 Explore human senses and the ways we use them to learn about our world 3Bh6 Sort living things into groups, using simple features and describe rationale for groupings 3Ep1 Collect evidence in a variety of contexts to answer questions or test ideas 3Ep2 Suggest ideas, make predictions and communicate these 3Ep3 With help, think about collecting evidence and planning fair tests 3Eo1 Observe and compare objects, living things and events 3Eo3 Present results in drawings, bar charts and tables 3Eo4 Draw conclusions from results and begin to use scientific knowledge to suggest explanations | Set of cards including pictures of living things (humans, animals and plants) and non-living things. | Robot Moving | Note: Major classifications such as vertebrate and invertebrate are introduced in Stage 4. |

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| | | | Find out about the effects of eating too many fatty and sweet foods Learn how to keep their teeth healthy Investigate the effect of exercise on heart rate and recovery time. | | 3Eo5 Make generalisations and begin to identify simple patterns in results | | | |

ASSESSMENTS

B04 due by 14th November

B05 due by 5th December

B06 due by 16th January

CHEMISTRY TOPIC 3 – MATERIAL PROPERTIES

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| T2 23/2/20 – 7/5/20 | 10 | 30 | Topic 3 – Materials and their properties Extend their knowledge of the range of materials we use and of their characteristic properties Develop ideas as to why materials are chosen for specific uses. | Chemistry – Materials and their properties Scientific Enquiry | 3Cp1 Know that every material has specific properties, e.g. hard, soft, shiny 3Cp2 Sort materials according to their properties 3Cp3 Explore how some materials are magnetic but many are not 3Cp4 Discuss why materials are chosen for specific purposes on the basis of their properties 3Ep1 Collect evidence in a variety of contexts to answer questions or test ideas 3Ep2 Suggest ideas, make predictions and communicate these 3Ep3 With help, think about collecting evidence and planning fair tests 3Eo1 Observe and compare objects, living things and events 3Eo2 Measure using simple equipment and record observations in a variety of ways 3Eo3 Present results in drawings, bar charts and tables 3Eo4 Draw conclusions from results and begin to use scientific knowledge to suggest explanations 3Eo5 Make generalisations and begin to identify simple patterns in results | A range of materials with different properties. A selection of magnets which can include some magnetic toys and objects. A selection of materials to test for being magnetic. | | Misconception alert: Learners may find it difficult to distinguish between a magnet and a magnetic material. Magnets cause magnetic materials to be attracted to the magnet. A magnetic material will not attract or repel another magnetic material/object. |
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ASSESSMENTS

C01 due by 30th January

C02 due by 20th February

PHYSICS TOPIC 4 – FORCES AND MOTION

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| T3 10/5/20 – 21/6/20 | 6 | | Topic 4: Forces and motion Build on previous knowledge of forces and how they can affect the movement and shape of objects | Physics – Forces and Motion Scientific Enquiry | 3Pf1 Know that pushes and pulls are examples of forces and that they can be measured with force meters 3Pf2 Explore how forces can make objects start or stop moving 3Pf3 Explore how forces can change the shape of objects 3Pf4 Explore how forces, including friction, can make objects move faster or slower or change direction. 3Ep1 Collect evidence in a variety of contexts to answer questions or test ideas | Range of materials (including metals, wood, paper, rock samples, modelling clay. Selection of toys. | | Misconception alert: Grip is not the same as friction. An object with 'good' grip produces more friction as it is a rougher surface. |
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| | | | <p>Find out that forces can be measured, using forcemeters, and compared</p> <p>Introduced to friction, i.e. a force created between solid objects when they rub against each other and which acts against the direction of motion'</p> <p>Learn that forces have direction and can vary in size.</p> | | <p>3Ep2 Suggest ideas, make predictions and communicate these</p> <p>3Ep3 With help, think about collecting evidence and planning fair tests</p> <p>3Eo1 Observe and compare objects, living things and events</p> <p>3Eo2 Measure using simple equipment and record observations in a variety of ways</p> <p>3Eo3 Present results in drawings, bar charts and tables</p> <p>3Eo4 Draw conclusions from results and begin to use scientific knowledge to suggest explanations</p> <p>3Eo5 Make generalisations and begin to identify simple patterns in results</p> | Forcemeters with different scales. | | |

Assessments
P01 due by 19th March
P02 due by 16th April