






Topic:	Living things and their habitats	Strand:	Biology
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Sequence of lessons	Outcome	Working Scientifically skills
<p>1 <i>As Scientists we are learning to explore our <u>previous knowledge</u></i> Never heard the word, knowledge organiser quiz and knowledge harvest.</p>	Children can identify previous knowledge that can support learning in this topic.	Asking questions
<p>2 <i>As Scientists we are learning to observe living things in different habitats</i> Observe plants and animals in different habitats throughout the year. Compare and contrast the living things observed.</p>	Recognise that living things can be grouped in a variety of ways.	Changes over time Asking questions Observation
<p>3 <i>As Scientists we are learning to classify living things</i> Classify living things found in different habitats based on their features. Use classification keys to name unknown living things. Create a simple identification key based on observable features.</p>	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Classification Conclusions
<p>4 <i>As Scientists we are exploring human impact on the <u>environment</u></i> Use fieldwork to explore human impact on the local environment e.g litter, tree planting</p>	Recognise that environments can change and that this can sometimes pose dangers to living things.	Changes over time Observation
<p>5 <i>As Scientists we are learning about how <u>environments naturally change</u></i> Use secondary sources to find out about how environments may naturally change.</p>	Recognise that environments can change and that this can sometimes pose dangers to living things.	Research Recording
<p>6 <i>As Scientists we are learning about human impact <u>on environments</u></i> Use secondary sources to find out about human impact, both positive and negative, on environments.</p>	Recognise that environments can change and that this can sometimes pose dangers to living things.	Research Communication

Composite: Class debate about the positive and negatives of human impact on environments

Be Brilliant  **CULTURAL DIVERSITY**
Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.

Believe  **POSSIBILITIES**
Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.

Bebrave  **ADVENTURE**
Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.





Topic:	Electricity	Strand:	Physics
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Sequence of lessons	Outcome	Working Scientifically skills		
<p>Be Brilliant Enables our children to develop a growth mindset, by exposure to challenging experiences that allow our children to question and explore opportunities that will enable them to become confident and resilient in all areas of their lives.</p>	1	<p><u>As Scientists we are learning to explore our previous knowledge</u> Never heard the word, knowledge organiser quiz and knowledge harvest.</p>	Children can identify previous knowledge that can support learning in this topic.	Asking questions
<p>Possibilities Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	2	<p><u>As Scientists we are learning about the components of a circuit</u> Build a circuit and identify the components.</p>	Children can make a working circuit and draw it.	Comparative Communication
<p>Believe Allows our children to explore the world around them, knowing that the experiences they gain will enhance their lives and open doors to new adventures.</p>	3	<p><u>As Scientists we are learning to identify working circuits.</u> Build and investigate different circuits to discover if they work.</p>	Children understand the features of a working circuit.	Comparative Making predictions
<p>Adventure Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	4	<p><u>As Scientists we are learning about conductors and insulators.</u> Investigate different materials to discover if they conduct electricity.</p>	Children understand the terms insulator and conductor and can name metals that can conduct electricity.	Identifying, grouping and classifying Observation Recording data
<p>Be brave Exposes our children to a rich and diverse world that is full of colour, music, creativity and celebration. Providing our children with the opportunity to see a world beyond their own, that will inspire and influence their future choices.</p>	5	<p><u>As Scientists we are learning about switches.</u> Explore what a switch does in a circuit and the different materials and ways to make one.</p>	Children know what a switch is in a circuit and can make various ones.	Comparative Making predictions
	6	<p>Composite: Children apply their learning to a problem or project involving electricity (possible DT links).</p>		



Topic:	Sound	Strand:	Physics
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Sequence of lessons		Outcome	Working Scientifically skills
1	<u>As scientists, we are learning to explore our previous knowledge.</u> 'Never heard the word', knowledge organiser quiz, knowledge harvest	Children can identify previous knowledge that can support learning in this topic.	Asking questions
2	<u>As Scientists we are learning about how sound is made through vibrations.</u> Investigate different ways that sounds are made through vibrations.	Children understand that sound is made by vibration.	Pattern seeking Observation
3	<u>As Scientists we are learning to identify how pitch and volume are changed.</u> Explore a variety of sound-making objects and try to alter the pitch and volume.	Children understand the terms pitch and volume and know how these are changed by vibrations.	Comparative Communication
4	<u>As Scientists we are learning how sound travels and the effect of distance on it.</u> Discover how sound travels through different materials and investigate how distance affects this.	Children know how sound travels and the effect of distance, applying it to thunder and lightening.	Pattern seeking Recording data
5	<u>As Scientists we are learning how sound travels through different materials.</u> Investigate different materials and how they affect sound travelling through them.	Children understand how different materials can affect sound.	Comparative Making predictions

Composite:
Children apply their knowledge to a given a problem to solve about sound.