

## Geography

- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## Design Technology

### Design

- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

### Make

- select from and use a wider range of tools and equipment to perform practical tasks accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### Evaluate

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures

## History

Links to stone age, hunter gatherers- fire, weapons- Egyptians- building shadufs

## Art

To create sketch books to record their observations and use them to review and revisit ideas

## PE

Take part in outdoor and adventurous activity challenges both individually and within a team

## Science LKS2

### LIVING THINGS

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- recognise that living things can be grouped in a variety of ways
- explore and use 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.

### ROCKS

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- recognise that soils are made from rocks and organic matter.

### LIGHT

- recognise that they need light in order to see things and that dark is the absence of light (Sleep over)

### FORCES

- compare how things move on different surfaces
- notice that some forces need contact between two objects

### MATERIALS

- 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 ( $^{\circ}\text{C}$ )
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## Science LKS2

- Asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

## Science LKS2

### LIVING THINGS

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

### LIGHT

- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- recognise that they need light in order to see things and that dark is the absence of light (Sleep over)

### FORCES

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces

### MATERIALS

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including

## Science LKS2

- Asking relevant questions and using different types of scientific planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- using test results to make predictions to set up further comparative and fair tests ~~to~~ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.