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| Year | Term | **Topic** | **In school** | **Helpful hints at home:** |
| 4 | Autumn | **How could we cope without electricity for one day?**  Electricity | The children will:   * identify common appliances that run on electricity * construct a simple series electrical circuit, identifying 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 associate 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. | You could arrange for the children to spend the whole day without electricity, what can they play? How would their meals get prepared and cooked? |
| 2nd half | **What happens to the food we eat?**  **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, identifying producers, predators and prey. | You could look at the importance of looking after our teeth.  You could go to the library and look at the different types of teeth of animals and humans, e.g. lion, shark, monkey and human. How are they the same? How are they different? |
| Spring | **How would we survive without water?**  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. | You could make rice crispy cakes and talk about the different states it is in, solid or liquid and look at the effect that temperature has on the substances.  You could read stories about melting e.g The Snowman |
| 2nd half | **Why is the sound that one direction makes enjoyed by so many?**  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. | You could listen to a range of different types of music e.g rock, classical, opera and talk about their likes and dislikes  The children could make musical instruments out of boxes and elastic bands, bottles and water and talk about what has changed, why are the notes different? |
| Summer | **Which plants and animals thrive in your locality?**  All living things | The children will:   * 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. | The children could take photographs of the different types of wild flowers you can find.  Have a look in the local park or Penny woods to see which types of plants and animals you can see |