|  |  |  |  |
| --- | --- | --- | --- |
| **Subjects** | **Objectives** | **Skills** | **Activities/ Tasks** |
| Geography | 2) Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America | **Geographical Understanding*** Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps/temperatures

**Scale/Distance*** Begin to match some boundaries (e.g. find same boundary of a country on different scale maps)

**Using maps*** Locate places on large scale maps, (e.g. Find UK or Egypt on globe)

**Style of map*** Use junior atlases.
 | * Look at how Christmas is celebrated around the world
	+ create a non-chronological report
	+ locate these places on a map
	+ Find the flags in an atlas
 |
| Science | 4.10) Identify how sounds are made, associating some of them with something vibrating. 4.11) Recognise that sounds travel through a medium to the ear4.12) Find patterns between the pitch of a sound and feature of the object that produced it4.13) Find patterns between the volume of the sound and the strength of the vibrations that produced it4.14) Recognise that sounds get fainter as the distance from the sound source increases**Working Scientifically**1) - Asking relevant questions and using different types of scientific enquiries to answer them2) - Setting up simple practical enquiries, comparative and fair tests3) - Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers4) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions5) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables6) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions9) - Using straightforward scientific evidence to answer questions or to support their findings | **Asking Questions & Planning Enquiries*** Raise their own relevant questions about the world around them.
* Should be given a range of scientific experiences including different types of science enquiries to answer questions.
* Start to make their own decisions about the most appropriate type of scientific enquiry they might use to answer questions.

**Testing, Measuring & Recording*** Set up simple practical enquiries, comparative and fair tests.
* Recognise when a simple fair test is necessary and help to decide how to set it up.
* Make systematic and careful observations.
* Help to make decisions about what observations to make, how long to make them for and the type of simple equipment that might be used.
* Take accurate measurements using standard units.
* Learn how to use a range of (new) equipment, such as data loggers/thermometers appropriately.
* Collect and record data from their own observations and measurements in a variety of ways: notes, bar charts and tables, standard units, drawings, labelled diagrams, keys and help to make decisions about how to analyse this data.

**Concluding*** Begin to look for naturally occurring patterns and relationships and decide what data to collect to identify them.
* With help, pupils should look for changes, patterns, similarities and differences in their data in order to draw simple conclusions and answer questions.
* Use relevant simple scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences, including oral and written explanations, displays or presentations of results and conclusions.

**Evaluating*** With support, they should identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.
 | * Identify how sounds are made, associating some of them with something vibrating.
	+ Vibration Station (1) in green science book
* Recognise that sounds travel through a medium to the ear
	+ Vibration Station (2) activities including making string telephones, making vibrations in water and using a stethoscope
* Find patterns between the pitch of a sound and feature of the object that produced it
	+ Explore using different materials (e.g. elastic bands, instruments and bottles of water)
* Find patterns between the volume of the sound and the strength of the vibrations that produced it
	+ Explore using different instruments
	+ Rice on a drum to demonstrate change in strength of vibration
	+ Make a Clap-o-meter
* Recognise that sounds get fainter as the distance from the sound source increases
	+ Investigate measuring the volume of sounds using data logger outside as the distance increases
 |
| English | See progression of skills | See progression of skills  | * Recount of school trip
* Setting description
* Story
* Non-chronological report
* Setting description (sound focus)
 |