

Class 4 Science: Year C: Summer Term 1

Focus area in Nat Curriculum	Earth and Space		
NC objectives - key knowledge to learn	- describe the movement of the Earth and other planets relative to the sun in the solar system; - describe the movement of the moon relative to the Earth; - describe the sun, Earth and moon as approximately spherical bodies; - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.		
Enquiry Types	Observation over time Pattern seeking Secondary research		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Explore the natural world around them. Describe what they see, hear and feel whilst outside.	
	Y1	Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	
	Y2	Continuation of work around seasonal changes.	
	Y4	Gravity covered in forces unit in Spring term 2025.	
	Y5	Older Y5s covered the Earth & Space Science unit last year.	Recap for older Y5s; more input / scaffolding will be needed for Y4s and younger Y5s.
Enrichment opportunities	Range of picture books and non-fiction books linked to the science unit.		
Outdoor learning	Role play of movement of planets and/or moon around Earth. Possibly explore shadows created by sundials/ourselves on the playground.		
Equalities, diversity and inclusion	Consider the role of women in space exploration and research - various picture books to support. Consider career pathways linked to this area of physics - Ogden Trust resources		
Assessment of learning	- Initial assessment - true/false statements to sort - Vocabulary - pre and post Unit assessment - Low-stakes quizzing at start of lessons - Use of vocabulary when writing up investigations / ability to present data clearly in tables and graphs - Bath Spa Assessment - opportunity to present learning about movement of Earth around Sun - Possible quiz at the end of topic		
Vocabulary	Science Vocabulary Document		

Summer 2

Focus area in Nat Curriculum	Animals including humans		
NC objectives - key knowledge to learn	describe the changes as humans develop to old age		
Enquiry Types	Identifying and classifying Secondary research		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	Y5	SRE (PSHE) in Y4 covers stages of human life cycle and how responsibilities change as we grow up. Older Y5s briefly covered changes as humans age in science last summer term.	
Enrichment opportunities	Make links for Y4s with their PSHE (SRE) learning about stages of human life cycle and how responsibilities change as we grow up. Make links for Y5s with their PSHE (SRE) learning about changes during puberty.		
Outdoor learning	n/a		
Equalities, diversity and inclusion	Ensure positive attitudes / discussions around changes to human body as we age		
Assessment of learning	- Vocabulary - pre and post Unit assessment - Low-stakes quizzing at start of lessons		
Vocabulary	Science Vocabulary Document		

Focus area in Nat Curriculum	Sound		
NC objectives - key knowledge to learn	- 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		
Enquiry Types	Pattern seeking; comparative and fair testing		
Relevant prior learning		<i>Prior learning</i>	<i>Teaching points/notes</i>
	EYFS	Phase 1 listening activities and Sound Walks to aid phonics segmenting. Investigating echo in the environment.	
	Y1	Children learned to identify parts of the body with scientific names for each, and looked at the sense linked to each body part. Children looked at pitch and tone/ high and low sounds in Music.	
	Y2	Continuance of Y1 activities, with added detail.	
	Y3	Weekly music lessons have introduced children to musical ideas of pitch, tone, volume / dynamics etc	
	Y5	Y5s did Sound Unit when in Y3 (C3)	<i>Recap opportunities for Y5s; additional teaching for Y4s</i>
Enrichment opportunities	Abington Woods, CMS music lessons, singing assembly. Non-fiction books / reading comprehension activities linked to science unit. Possibly make string telephones. Parent / community contributions or homework around sound in the workplace. What protective equipment do people have to wear because of sound...?		
Outdoor learning	Forest School - opportunity to explore how sound changes at Abington Woods, natural orchestra with found materials etc. Investigate different patterns in sounds of different bird songs.		
Equalities, diversity and inclusion	Possibly look at deaf musicians and how music can be seen and felt.		
Assessment of learning	- Vocabulary - pre and post Unit assessment - Low-stakes quizzing at start of lessons - Use of vocabulary when writing up investigations / ability to present data clearly in tables and graphs - Bath Spa Assessment - string telephones - Possible quiz at the end of topic		
Vocabulary	Science Vocabulary Document		