

Year 4 Long Term Planning 2021-22

	AUTUMN		SPRING		SUMMER	
	The Iron Man By Ted Hughes	The Firework Makers Daughter By Philip Pullman	How to Train your Dragon By Cressida Creswell	Varjak Paw By SF Said	Journey to Jo'Burg By Beverly Naidoo	The Highwayman by Alfred Noyes
	SCIENCE-FICTION	Action and Adventure	Myths and Legends	Stories with Issues	Stories from other cultures	Poetry and Playscripts
English Reading	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - identifying themes and conventions in a wide range of books <p>English – key stages 1 and 2 26 Statutory requirements</p> <p>discussing words and phrases that capture the reader's interest and imagination</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p>checking that the text makes sense to them, discussing their understanding and</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p>checking that the text makes sense to them, discussing their understanding and</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p>checking that the text makes sense to them, discussing their understanding and</p>	<p>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur</p> <p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination <p>checking that the text makes sense to them, discussing their understanding and</p>

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	<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these</p> <p>- reading books that are structured in different ways and reading for a range of purposes</p> <p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>develop positive attitudes to reading and</p>	<p>asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these</p> <p>- reading books that are structured in different ways and reading for a range of purposes</p> <p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these</p> <p>- reading books that are structured in different ways and reading for a range of purposes</p> <p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying how language, structure, and presentation contribute to meaning</p> <p>- identifying themes and conventions in a wide range of books participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these</p> <p>- reading books that are structured in different ways and reading for a range of purposes</p> <p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying how language, structure, and presentation contribute to meaning</p> <p>- identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these</p> <p>- reading books that are structured in different ways and reading for a range of purposes</p> <p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying how language, structure, and presentation contribute to meaning</p> <p>- identifying themes and conventions in a wide range of books English – key stages 1 and 2 26 Statutory requirements participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
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		<p>understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including 	<p>develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - asking questions to improve their understanding of a text - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - predicting what might happen from details stated and implied - identifying main ideas drawn from more than one paragraph and summarising these - reading books that are structured in different ways and reading for a range of purposes 		<p>retrieve and record information from non-fiction</p>	<p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p>
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		<p>fairy stories, myths and legends, and retelling some of these orally</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>	<p>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p>			
English Writing	<p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Apostrophes to mark plural possession</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>Fronted adverbials</p> <p>Use of commas after fronted adverbials</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to</p>	<p>The grammatical difference between plural and possessive –s</p> <p>Standard English forms for verb inflections instead of local spoken forms</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>using conjunctions, adverbs and prepositions to express time and cause</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>extending the range of sentences with more than one clause by using a wider range of conjunctions, including:</p>	<p>Use of paragraphs to organise ideas around a theme</p> <p>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan by discussing and recording ideas</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>

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	<p>Plan by discussing and recording ideas in non-narrative material, using simple organisational devices [for example, headings and sub-headings]</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>when, if, because, although</p> <p>using the present perfect form of verbs in contrast to the past tense</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Plan by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan by discussing and recording ideas</p> <p>proofread for spelling and punctuation errors</p> <p>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>	<p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p>
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Mathematics	<p>count in multiples of 6, 7, 9, 25 and 1000</p> <p>find 1000 more or less than a given number</p> <p>count backwards through zero to include negative numbers</p> <p>recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)</p> <p>order and compare numbers beyond 1000</p> <p>identify, represent and estimate numbers using different representations</p> <p>round any number to the nearest 10, 100 or 1000</p> <p>solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p>	<p>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>estimate and use inverse operations to check answers to a calculation</p> <p>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>find the area of rectilinear shapes by counting squares</p>	<p>recall multiplication and division facts for multiplication tables up to 12×12</p> <p>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>recognise and use factor pairs and commutativity in mental calculations</p> <p>multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>	<p>recognise and show, using diagrams, families of common equivalent fractions</p> <p>count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p>add and subtract fractions with the same denominator</p> <p>recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>recognise and write decimal equivalents to QUARTER, HALF 3 QUARTERS</p>	<p>find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>round decimals with one decimal place to the nearest whole number</p> <p>compare numbers with the same number of decimal places up to two decimal places</p> <p>solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p>estimate, compare and calculate different measures, including money in pounds and pence</p> <p>read, write and convert time between analogue and digital 12- and 24-hour clocks</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>	<p>compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</p> <p>identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>describe movements between positions as translations of a given unit to the left/right and up/down</p> <p>plot specified points and draw sides to complete a given polygon.</p> <p>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>

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							solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Art	Artist Study; Jackson Pollock and W.Kadinski to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		Artist Study: Hundertwasser Roman Mosaic to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		Artist Study: Goldsworthy Aboriginal Art to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history.		
Computing	Coding	Online Safety	Spreadsheets	Logo	Animation	searching	Hardware investigators
Design Technology	FOOD Smoothie – Designing: Generate and clarify ideas and design criteria including appearance; Use annotated sketches Making Plan a recipe; Select and use appropriate utensils and equipment; Select ingredients Evaluating Evaluate work Technical knowledge and understanding use appropriate equipment; Know and use relevant technical and sensory vocabulary appropriately. Levers and linkages - Designing Generate ideas and design criteria; Use annotated sketches and prototypes Making Select and use appropriate tools; Select and use finishing techniques Evaluating investigate and analyse products; Evaluate their own products			Circuits and switches – Designing develop design criteria; Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making Order stages of making. use tools and equipment to cut, shape, join and finish use materials and components, including construction materials and electrical components Evaluating analyse existing battery-powered products; Evaluate their ideas and products			Shell structures Designing Generate realistic ideas and design criteria; Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas. Making Use appropriate tools to measure, mark out, cut, score, shape and assemble Explain their choice of materials according to functional properties and aesthetic qualities; Use finishing techniques suitable for the product Evaluating Investigate and evaluate a range of existing shell structures; Test and evaluate their own products against design criteria Technical knowledge and understanding Develop and use knowledge of how to construct strong, stiff shell structures. Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Know and use technical vocabulary relevant to the project.

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French	Learn the names for the main parts of the body; describe themselves and others; Learn a traditional French song and dance; learn the months and dates in French; study a range of different festivals celebrated in French; Christmas traditions in France		Learn the names for some pet animals; Learn to talk about their pets; Learn to write simple/complex sentences about their pets; Learn animal songs; Compare shopping in French markets with their own experiences; Learn names for vegetables in French; Learn how to buy some vegetables		Learn to say which instrument they play; Learn to focus on the rhythm in sentences; Use the language and structures to write a rap; Learn vocabulary for a range of clothes; Learn to say what they and others wear in different weathers/seasons	
Geography	A study of our local area including Otley and Leeds. Ask geographical questions and use field work to find answers		Mountains -describe and understand key aspects of: physical geography, including: mountains and the water cycle		Study of Whitby - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	
History	Ancient Egyptian – the achievements of early civilisations – an overview of when and where they appear. Knowledge that the past is constructed from a range of sources.		the impact of the Roman Empire on Britain. Chronologically secure understanding of British History. Impact on culture and beliefs including Christianity		Law and Order – a local history study. Ask historical questions and use a range of sources. Including black history	
Music	sing accurately; use an extended musical vocabulary; recognize ensembles and identify families of instruments and world instruments.		Ukulele recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms		comment on music from different historical periods, displaying understanding of how music has developed over time; show an understanding of scales in my compositions and performances.	
PSHCE	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour. Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Identifying how special and unique everyone is. First impressions		Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes. Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness .Peer pressure. Celebrating inner strength		Jealousy Love and loss. Memories of loved ones. Getting on and Falling Out. Girlfriends and boyfriends. Showing appreciation to people and animals. Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change	
PE	Gymnastics & Dance. Coordination footwork, static balance: 1 leg and seated, Dynamic Balance to agility: jumping and landing		Badminton & Invasion games. Dynamic balance on a line; coordination: ball skills and sending and receiving, counter balance: with a partner		Cricket & Athletics. Agility; reaction/response; Agility: ball chasing; static balance: floor work and stance	
Science	Describe the digestive system in humans including teeth. Identify producers, predators and prey in food chains.	Construct simple parallel and series circuits. Recognise simple components including switches. Recognise conductors and insulators	compare and group solids liquids and gases. Recognises changes of state caused by temperature changes. Identify evaporation and condensation within the water cycle.	identify how sounds are made and travel. Find patterns in pitch and volume.		Group living things. Explore and use classification keys.