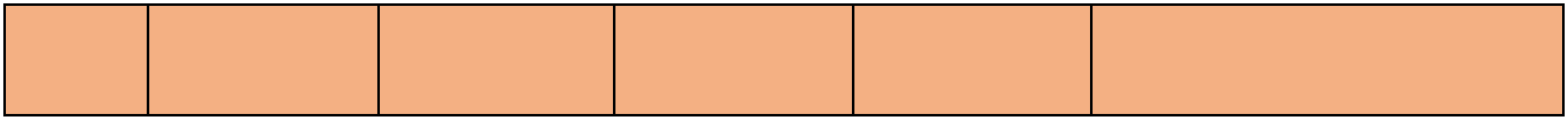
Year 3 Term and topic	Aut 1 Forces and magnets	Aut 2 Animals incl. Humans- nutrition and skeletons	Spr 1 Rocks and Soils	Spr 2 Light	Sum 1 Plants	Sum 2 Plants
Working Scientifically	• Ask relevant questions based on moving things on different surfaces and carrying out comparative/fair tests to find out the answer to these • Report on findings from these enquires by writing a conclusion • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet • Record findings in different ways • Carry out a pattern seeking survey to answer the question: Does the size of a magnet affect its strength? • Use results to draw simple conclusions	• Ask relevant questions and use different enquiry types to answer them, e.g. Do people with long femurs have long ulnas? • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment • Use results to draw simple conclusions, make predictions and raise further questions • To group animals according to what they eat and according to their skeletons. • Research the nutritional value of different foods • Sort food into the different food groups • Compare the nutritional value of different foods using labels	• Make systematic and careful observations of rocks and explore how and why they may have changed over time and record findings using scientific vocabulary, drawings and labelled diagrams. • To set up simple enquiries to test properties of rocks and compare and sort them • Record findings in a way of their choice • Identify similarities and difference between different soils • To use straightforward scientific evidence to answer the question 'Why don't all soils look the same?'	• Make systematic and careful observations of how shadows change over time. • Identify differences, similarities or changes related to simple scientific ideas and processes • Set up a fair test to answer the question: How do the size of shadows change when the distance between the light source and the object changes? • To take accurate measurements • Set up a comparative test to test the reflectiveness of different materials. • To gather, record and present data to help in answering questions • Use straightforward scientific evidence to answer questions or to support their findings	• Observe the different stages of plant cycles over a period of time. • Identify differences, similarities or changes related to simple scientific ideas and processes • Observe how water is transported in plants, for example, by putting cut, white carnations into coloured water. • Look for patterns in the structure of fruits that relate to how the seeds are dispersed. • Set up a test to compare the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser. • Record findings in a bar chart • Research how seeds are formed. • Use straightforward scientific evidence to answer questions	
Enquiry types	Pattern seeking survey Comparative/fair test Identifying and classifying	Pattern seeking survey Identifying and classifying Research	Observation over time Identifying and classifying	Observation over time Fair test Comparative test	Observation over time Pattern seeking survey Comparative/fair test Research	



Year 4 Term and topic	Aut 1 Electricity	Aut 2 Sound	Spr 1 States of matter	Spr 2 Animals including humans- food chains	Sum 1 Animals including humans- food chains	Sum 2 Living things and their habitats
Working Scientifically	• Identify and sort common appliances that run on electricity and record in a Venn diagram • Observe/notice patterns, for example, that bulbs get brighter if more cells are added and record findings using scientific language, drawings and labelled diagrams • To predict which materials will be insulators/conductors • Set up a simple practical enquiry to test materials and sort them into insulators and conductors. • Record findings in a table	• Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses • Report on findings through a written explanation • Set up a comparative test to see which material provides the best insulation against sound • Report on findings through an oral explanation (recorded on iPads) • Use results to draw simple conclusions and suggest improvements	• Observe what happens to ice cubes over a period of time when left at room temperature. • Make observations and take accurate measurements using standard units, using a range of equipment (thermometer/data logger) • Observe evaporation • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Record findings in a table/ bar chart • Compare and group materials together, according to whether they are solids, liquids or gases • Research the temperature at which different materials change state.	• Ask relevant questions about the digestive system and research the answers to these • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables • Use straightforward scientific evidence to answer questions • Compare and group the teeth of different animals • Record findings using simple scientific language, drawings and labelled diagrams • Identify differences, similarities or changes related to simple scientific ideas and processes		• Use classification keys to help name and identify different living things. • Group living things in a variety of ways • Gather, record, classify and present data in a variety of ways to help answer questions • To create own classification keys. • Research how environmental changes are posing dangers to living things and what we can do to stop this. • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Enquiry types	Pattern seeking survey Identifying and classifying	Pattern seeking survey Comparative test	Observation over time Comparative/fair test Research	Research Identifying and classifying		Research Identifying and classifying