|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  **Year ¾ Year A**  | **Term**  | **Term**  | **Term**  | **Term** | **Term**  |  **Term**  |
| **Topic Area** |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |
| **Science Knowledge** | **Rocks and soils (Yr3)*** compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
* describe in simple terms how fossils are formed when things that have lived are trapped within rock
* recognise that soils are made from rocks and organic matter.
 | **Animals Including humans (Yr4)*** 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
 | **Sound (yr4)*** 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.
 | **Magnets and friction (Yr3)*** compare how things move on different surfaces
* notice that some forces need contact between two objects, but magnetic forces can act at a distance
* observe how magnets attract or repel each other and attract some materials and not others
* compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
* describe magnets as having two poles
* predict whether two magnets will attract or repel each other, depending on which poles are facing.
 | **Classification/animals(yr4)*** 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.
* construct and interpret a variety of food chains, identifying producers, predators and prey.
 |
| **Working Scientifically** | * setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.
 | * asking relevant questions and using different types of scientific enquiries to answer them
* setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
* recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables
* reporting on findings from

 enquiries, including oral and written explanations, displays or presentations of results and conclusions | * asking relevant questions and using different types of scientific enquiries to answer them
* gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
* using straightforward scientific evidence to answer questions or to support their findings.
* setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including data loggers.
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.
* reporting on findings from

 enquiries, including oral and written explanations, displays or presentations of results and conclusions | * setting up simple practical enquiries, comparative and fair tests
* making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment
* recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables
* reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
* using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
* identifying differences, similarities or changes related to simple scientific ideas and processes
* using straightforward scientific evidence to answer questions or to support their findings.
 | * reporting on findings from

 enquiries, including oral and written explanations, displays or presentations of results and conclusions* identifying differences, similarities or changes related to simple scientific ideas
* recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
* using straightforward scientific evidence to answer questions or to support their findings
 |
| **WS Methods** | * observing changes over time,
* noticing patterns,
* grouping and classifying things,
* carrying out simple comparative and fair tests
* and finding things out using secondary sources
 | * observing changes over periods of time,
* noticing patterns,
* grouping and classifying things,
* carrying out comparative and fair tests
* and finding things out using secondary sources
 | * observing changes over periods of time,
* noticing patterns,
* grouping and classifying things,
* carrying out comparative and fair tests
* and finding things out using secondary sources
 | * observing changes over time,
* noticing patterns,
* grouping and classifying things,
* carrying out simple comparative and fair tests
* and finding things out using secondary sources
 | * observing changes over periods of time,
* noticing patterns,
* grouping and classifying things,
* carrying out comparative and fair tests
* and finding things out using secondary sources
 |
| **WS ongoing**  | **Year 3**Ask their own relevant questions about what they observe and using different types of scientific enquiries to answer them. * Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

**Year 4*** Ask their own questions about what they observe.

Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out. |