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| **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. | | | | | |