



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<p><u>Electricity</u></p> <p>We are learning to identify common appliances that run on electricity</p> <p>We are learning to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>We are learning to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>We are learning to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>We are learning to recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>We are learning to ask relevant questions and using different types of scientific enquiries to answer them</p> <p>We are learning to setup simple practical enquiries, comparative and fair tests</p> <p>We are learning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>We are learning to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p><u>States of matter</u></p> <p>We are learning to compare and group materials together, according to whether they are solids, liquids or gases</p> <p>We are learning to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>We are learning to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p>We are learning to ask relevant questions and</p>	<p><u>Living things and their habitats</u></p> <p>We are learning to recognise that living things can be grouped in a variety of ways</p> <p>We are learning to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>We are learning to recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>We are learning to use straightforward scientific evidence to answer questions or to</p>	<p><u>Animals, including humans</u></p> <p>We are learning to describe the simple functions of the basic parts of the digestive system in humans</p> <p>We are learning to identify the different types of teeth in humans and their simple functions</p> <p>We are learning to interpret a variety of food chains, identifying producers, predators and prey</p> <p>We are learning to construct a variety of food chains, identifying producers, predators and prey</p> <p>We are learning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and</p>	<p><u>Sound</u></p> <p>We are learning to identify how sounds are made, associating some of them with something vibrating</p> <p>We are learning to recognise that vibrations from sounds travel through a medium to the ear</p> <p>We are learning to find patterns between the pitch of a sound and features of the object that produced it</p> <p>We are learning to find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>We are learning to recognise that sounds get fainter as the distance from the sound source increases</p> <p>We are learning to</p>	

	<p>We are learning to use straightforward scientific evidence to answer questions or to support their findings.</p>	<p>using different types of scientific enquiries to answer them</p> <p>We are learning to making systematic and careful observations taking accurate measurements using standard units</p> <p>We are learning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>support their findings</p>	<p>conclusions.</p>	<p>setup simple practical enquiries, comparative and fair tests.</p> <p>We are learning to gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>We are learning to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>We are learning to use straightforward scientific evidence to answer questions or to support their findings</p>
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