



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<p><u>Animals including humans</u></p> <p>We are learning to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>We are learning to identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>We are learning to report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p><u>Forces and Magnets</u></p> <p>We are learning to compare how things move on different surfaces</p> <p>We are learning to notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>We are learning to observe how magnets attract or repel each other and attract some materials and not others</p> <p>We are learning to 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</p> <p>We are learning to describe magnets as having two poles</p> <p>We are learning to predict whether two magnets will attract or repel each other, depending on which poles are facing</p> <p>We are learning to ask relevant questions and use different types of scientific enquiries to answer them.</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 identify differences, similarities or changes related to simple scientific ideas and processes.</p>		<p><u>Plants</u></p> <p>We are learning to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>We are learning to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>We are learning to investigate the way in which water is transported within plants</p> <p>We are learning explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>We are learning to set up simple practical enquiries, comparative and fair tests.</p> <p>We are learning to make systematic and careful observations and, where appropriate, take</p>	<p><u>Light</u></p> <p>We are learning to recognise that they need light in order to see things and that dark is the absence of light</p> <p>We are learning to notice that light is reflected from surfaces</p> <p>We are learning to recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>We are learning to find patterns in the way that the size of shadows change.</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>We are learning to use straightforward scientific evidence to answer questions or to support my findings.</p>	<p><u>Rocks</u></p> <p>We are learning to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>We are learning to describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>We are learning to recognise that soils are made from rocks and organic matter.</p> <p>We are learning to gather, record, classify and present data in a variety of ways to help in answering questions.</p>

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