**Science LTP – Cycle A Year 3 and 4**

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| **Autumn 1**  **Working Scientifically** | **Autumn 2**  **Plants** | **Spring Term**  **Living Things and their Habitats** | **Spring Term**  **Electricity** | **Summer 1**  **Light** | **Summer 2**  **Animals including Humans (Y3)** |
| * Working Scientifically, specifically * Ask relevant questions and using different types of scientific enquiries to answer them * Setting up simple practical enquires, comparative and fair tests * Use straightforward scientific evidence to answer questions or to support their findings * Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions * Reporting on findings from enquires, including oral and written explanations, displays or presentations of results or conclusions | * Identify and describe the functions of different parts of flowering plants * Explore the requirements of plants for life and growth * Investigate the way in which water is transported within plants * Explore the part that flowers play in the life cycle of flowering plants | * 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. | * Identify common appliances that run on electricity * Construct a simple series electrical circuit. * Identify whether or not a lamp will light in a simple series circuit. * Recognise that a switch opens and closes a circuit. * Recognise some common conductors and insulators, and associate metals with being good conductors.   WS   * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | * Recognise that they need light in order to see things and that dark is the absence of light * Notice that light is reflected from surfaces * Recognise that light from the sun can be dangerous. * Recognise that shadows are formed when the light from a light source is blocked by * an opaque object * Find patterns in the way that the size of shadows change. | * 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 * Identify that humans and some other animals have skeletons and muscles for support, protection and movement |

**Science LTP – Cycle B (Class 3) 2023-2024**

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| **Autumn 1**  **Working Scientifically** | **Autumn 2**  **Rocks** | **Spring 1**  **Sound** | **Spring 2  Animals including Humans (Y4)** | **Summer 1**  **Forces and Magnets** | **Summer 2**  **States of Matter** | |
| * Working Scientifically, specifically: * Setting up simple practical enquires, comparative and fair tests * Recording simple findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables * Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions * Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers * Identifying differences, similarities or changes related to simple scientific ideas and processes | * 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 | * Identify how sounds are made * Recognise that vibrations from sounds travel 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 vibrations * Recognise that sounds get fainter as distance increases | * 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 * Construct and interpret a variety of food chains, identifying producers, predators and prey. | * Compare how things move on different surfaces * Notice forces need contact between two objects, but magnetic forces can act at a distance * Observe how magnets attract or repel. * Compare and group together a variety of everyday materials * Describe magnets as having two poles * Predict whether two magnets will attract or repel each other, depending on which poles are facing. | * Compare and group materials together, according to whether they are solids, liquids or gases * 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) * Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.   WS   * Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |