



SCIENCE

YEAR GROUP	AUTUMN		SPRING		SUMMER	
3	What are mountains made of? Rocks	What would I look like without my skeleton? Animals, including humans	Are you attractive enough? Forces and magnets	Can you make your shadow grow? Light	How does your garden grow? Plants	
4	How could we cope without electricity for one day? Electricity		How long does it take for me to hear that sound? Sound	What happens to the puddles on our playground? States of Matter	Why does it live there? Living things and their habitats	How does my body keep growing? Animals including humans
5	Can I make a solid disappear? Properties and changes of materials Light		Is there anything out there? Earth & Space	Can you feel the force? Forces & Magnets	What came first – the chicken or the egg? Living things & habitats	Where do babies come from? Animals including humans
6	What would a journey through your body look like? Animals including humans		Can Buzz's laser save Woody? Light	Whose bright idea was the lightbulb? Electricity	What scientific legacy have the Ancient Greeks left in the modern world? Living things & habitats	Where have I come from and where am I going? Evolution & Inheritance

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WORKING SCIENTIFICALLY (to be taught throughout each unit)

YEARS 3/4	YEARS 5/6
Asking relevant questions and using different types of scientific enquiries to answer them.	Planning different types of scientific enquiries to answer questions , including recognising and controlling variables where necessary.
Using straightforward scientific evidence to answer questions or to support their findings.	Identifying scientific evidence that has been used to support or refute ideas or arguments.
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	Taking measurements , using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary.
Setting up simple practical enquiries, comparative and fair tests.	
Identifying differences, similarities or changes related to simple scientific ideas and processes.	
Using results to draw simple conclusions, make predications for new values, suggest improvements and raise further questions.	Using test results to make predictions to set up further comparative and fair tests
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.
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.	Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.	Pupils should read, spell and pronounce scientific vocabulary correctly.

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