

	Year 3	Year 4
Working Scientifically	<ul style="list-style-type: none"> + 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 and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ☐ + 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, 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 	<ul style="list-style-type: none"> + 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 and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ☐ + 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, 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
Plants	<ul style="list-style-type: none"> + Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers ☐ + 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 ☐ + Investigate the way in which water is transported within plants ☐ + Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
Animals including humans	<ul style="list-style-type: none"> + 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 	<ul style="list-style-type: none"> + 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
Light	<ul style="list-style-type: none"> + 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 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 ☐ + Find patterns in the way that the size of shadows change. 	
Forces and Magnets	<ul style="list-style-type: none"> + Compare how things move on different surfaces ☐ + Notice that some forces need contact between two objects, but magnetic forces can act at a distance ☐ 	

	<ul style="list-style-type: none"> ✚ 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. 	
Rocks	<ul style="list-style-type: none"> ✚ 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. 	
Living things and their habitats		<ul style="list-style-type: none"> ✚ 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.
States of Matter		<ul style="list-style-type: none"> ✚ 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.
Sound		<ul style="list-style-type: none"> ✚ 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.
Electricity		<ul style="list-style-type: none"> ✚ Identify common appliances that run on electricity ☑ ✚ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers ☑ ✚ 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 ☑ ✚ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit ☑ ✚ Recognise some common conductors and insulators, and associate metals with being good conductors.