2022- 2023		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 Summer 2
Science	FROG Year 4	Light and Shadow Year 3 Recognise that they need light in order to see things and that dark is the absence of light.	Animals inc Humans Year 3 Identify that animals, including humans, need the right types and amount of nutrition.	Rocks Year 3 Compare and group together different kinds of rocks on the basis of their appearance and simple	Forces and Magnets Year 3 Compare how things move on different surfaces. Notice that some forces need	Plants Year 3 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 flower plant is plant.
		Notice that light is reflected from surfaces. Recognise that light from	Identify that animals, including humans, cannot make their own food; they get nutrition from	physical properties. Describe in simple terms how fossils are formed when things that have	contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract	
		the sun can be dangerous and that there are ways to protect their eyes.	 what they get nutrition from what they eat. Identify that humans and some other animals have skeletons for support, protection and movement. Identify that humans and some animals have muscles for support and movement. 	lived are trapped within rock. Recognise that soils are made from rocks and organic matter. Year 4 Compare and group together different kinds of rocks on the basis of their appearance and simple	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 2	
		Recognise that shadows are formed when the light from a light source is				of flowering plants, including pollination, seed formation and seed dispersal.
		blocked by a solid object. Find patterns in the way that the size of shadows change.				Year 4 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
		Year 4 Recognise that they need light in order to see	Year 4 Identify that animals, including humans, need the right types and amount of nutrition.	physical properties. Describe in simple terms how fossils are formed when things that have	poles. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	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.

things and that dark is		lived are trapped within		Investigate the way in which water is transported
the absence of light.	Identify that animals,	rock.	Year 4	within plants.
Notice that light is reflected from surfaces.	including humans, cannot make their own food; they get nutrition from what they eat.	Recognise that soils are made from rocks and organic matter.	Compare how things move on different surfaces.	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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 a solid object.	Identify that humans and some other animals have skeletons for support, protection and movement. Identify that humans and some animals have	Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them.	Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others.	<u>Working Scientifically</u> Asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries.
Find patterns in the way that the size of shadows change.	muscles for support and movement. <u>Working Scientifically</u>	Setting up simple practical enquiries. Gathering, recording, classifying and presenting data in a variety of	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.	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them.	Asking relevant questions and using different types of scientific enquiries to answer them.	directed ways to help in answering questions. Recording findings using simple scientific language,	Describe magnets as having 2 poles.	Gathering, recording, classifying and presenting data in a variety of directed ways to help in
Setting up simple practical enquiries.	Setting up simple practical enquiries. Making systematic and	drawings, labelled diagrams, keys, bar charts, and tables.	Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	answering questions. Recording findings using simple scientific
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a	careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including	Using results to draw simple conclusions. Identifying differences, similarities or changes	<u>Working Scientifically</u> Asking relevant questions and using different types of scientific enquiries to answer them.	language, drawings, labelled diagrams, keys, bar charts, and tables.

range of equipment,	thermometers and data	related to simple scientific		Reporting on findings from enquiries, including
including thermometers	loggers.	ideas and processes.	Setting up simple practical	oral explanations and displays or presentations of
and data loggers.		· · · · · · · ·	enquiries.	results.
	Gathering, recording,	Using straightforward		
Gathering, recording,	classifying and presenting	scientific evidence to	Making systematic and careful	
classifying and presenting	data in a variety of	answer questions.	observations and, where	Using results to draw simple conclusions.
data in a variety of	directed ways to help in		appropriate, taking accurate	Using results to draw simple conclusions.
directed ways to help in	answering questions.		measurements using standard	
answering questions.	U .		units, using a range of	
	Recording findings using		equipment, including	Identifying differences, similarities or changes
Recording findings using	simple scientific language,		thermometers and data	related to simple scientific ideas and processes.
simple scientific	drawings, labelled		loggers.	
language, drawings,	diagrams, keys, bar			
labelled diagrams, keys,	charts, and tables.		Recording findings using	Using straightforward scientific evidence to
bar charts, and tables.			simple scientific language,	answer questions.
	Reporting on findings		drawings, labelled diagrams,	
Reporting on findings	from enquiries, including		keys, bar charts, and tables.	
from enquiries, including	oral explanations and			
oral explanations and	displays or presentations		Reporting on findings from	
displays or presentations	of results.		enquiries, including oral	
of results.			explanations and displays or	
	Using results to draw		presentations of results.	
Using results to draw	simple conclusions.			
simple conclusions.			Using results to draw simple	
	Identifying differences,		conclusions.	
Identifying differences,	similarities or changes			
similarities or changes	related to simple scientific		Identifying differences,	
related to simple	ideas and processes.		similarities or changes related to simple scientific ideas and	
scientific ideas and			processes.	
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Using straightforward scientific evidence to	answer questions.		scientific evidence to answer	
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