Every unit incorporates Working Scientifically – choose an assessment focus for each term.

Saplings (Y3/4)

	Autumn	Spring	Summer 1	Summer 2
CYCLE A 2020/2021 2022/2023 2024/2025	ANIMALS INCLUDING HUMANS Y3 • 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 PEOPLE: David Attenborough Alice Roberts Jane Goodall Beatrix Potter ELECTRICITY Y4 • 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. PEOPLE: Hertha Ayrton Michael Faraday Nicola Tesla	ROCKS AND SOILS Y3 • 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. PEOPLE: Mary Anning Katia Krafft	ANIMALS INCLUDING HUMANS Y4 • 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. PEOPLE: Sylvia Earle Marianne North Carl Linnaeus LIVING THINGS & THEIR HABITATS Y4 • 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. PEOPLE: Maria Sibyllia Merian Charles H Turner Margaret Rebecca Dickinson	STATES OF MATTER Y4 • 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. PEOPLE: John Dunlop Charles McIntosh John McAdam William Harbutt Jabir ibn Hayyan

	Thomas Edison Lewis Howard Latimer James West			
CYCLE B 2021/22 2023/2024 2025/2026	PLANTS Y3 • 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. PEOPLE: George Washington Carver Joseph Banks	MAGNETS & FORCES Y3 • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • 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.	LIGHT Y3 • 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.	SOUND Y4 • 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

Lesson Plans for Working Scientifically focus (Plan, Do, Review): https://pstt.org.uk/resources/curriculum-materials/assessment

Pre-assessment cards and activities (KS2 Only): https://pstt.org.uk/eee-resources