Science Progression Grid Class 3-4

Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rocks (3) **Focusing on how soils form.**	**Living things and their habitats (4)** **Focusing on living things and their environments**	**Forces and Magnets (3)** **Focusing on how forces act on materials.**	**Sound (4)** **Focusing on patterns and vibrations.**	**Plants (3)** **Focusing on the life cycle of a plant.**	**Animals including humans (3)** **Focusing on the skeletal system**
What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, minimum learning highlighted in yellow) **RECAP** • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties, igneous, sedimentary • describe in simple terms how fossils are formed when things that have lived are trapped within rock; **FOCUS** • recognise that **soils** are made from rocks and **organic matter.** • to state the four different types of matter that soil is composed of. • to know the difference between a bone and a **fossil.**	**What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, minimum learning highlighted in yellow)** **RECAP** • recognise that living things can be grouped in a variety of ways; • explore and use classification keys to help group living things. **FOCUS** • 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.	**What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, minimum learning highlighted in yellow)** **RECAP** • observe how magnets attract or repel each other and attract some materials and not others; • describe magnets as having 2 poles; • predict whether 2 magnets will attract or repel each other, depending on which poles are facing. **FOCUS** • compare how things move on different **surfaces**; • notice that some **forces** need **contact** between 2 objects, but magnetic forces can act at a distance; (friction) • compare and group together a variety of everyday materials on the basis of whether they are	**What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, minimum learning highlighted in yellow)** **RECAP** • identify how sounds are made, associating some of them with something vibrating; • recognise that vibrations from sounds travel through a medium to the ear; **FOCUS** • 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;(insulate)	**What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, minimum learning highlighted in yellow)** **RECAP** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; • investigate the way in which water is transported within plants; **FOCUS** • 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; • explore the part that flowers play in the life cycle of flowering plants, including **pollination**, **seed formation** and **seed dispersal.**	**What do we want children to know and remember? (Knowledge, skills and vocab – vocabulary is shown in bold, minimum learning highlighted in yellow)** **RECAP** • to classify foods into food groups • 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; protein, carbohydrates, fats, fibre **FOCUS** • identify that humans and some other animals have **skeletons** and **muscles** for **support, protection and movement**. • To name and describe the different types of skeletons.

		attracted to a magnet, and identify some magnetic materials;	• recognise that sounds get **fainter** as the distance from the sound source **increases**.		
Last lesson of each half term is about the Scientist named below, children to investigate the scientist and why they are famous. Children to name and describe some of the many different jobs scientists do.					
Scientist Focus: James Hutton	**Scientist Focus: Alfred Russel Wallace**	**Scientist Focus: Wilhelm Weber**	**Scientist Focus: Alexander Graham Bell**	**Scientist Focus: Jane Colden- botanist**	**Scientist Focus: William Buckland**