# Science Progression Grid Class 3-4

## Cycle 1

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

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| | | • 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; | | formation and seed dispersal. | |
| 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:**<br>**Mary Anning- Paleontogist** | **Scientist Focus:**<br>**Carl Linnaeus- published a system of classifying and grouping all living things** | **Scientist Focus:**<br>**William Gilbert/Hans Christien Oersted** | **Scientist Focus:**<br>**Galileo Galilei- sound waves** | **Scientist Focus:**<br>**Jan Ingenhousz- Photosynthesis** | **Scientist Focus:**<br>**Antoine Laurent de Lavoisier- nutrient** |