**Cotherstone Primary School**

**Progression of Knowledge and Skills: Science**

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|  | **Year 3** | **Year 4** |
| **Working Scientifically** | • Ask relevant questions and use different types of scientific enquiries to answer them  • Set up simple practical enquiries, comparative and fair tests  • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  • Gather, record, classify and present data in a variety of ways to help in answering questions  • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  • Identify differences, similarities or changes related to simple scientific ideas and processes  • Use straightforward scientific evidence to answer questions or to support his/her findings | • Ask relevant questions and use different types of scientific enquiries to answer them  • Set up simple practical enquiries, comparative and fair tests  • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers  • Gather, record, classify and present data in a variety of ways to help in answering questions  • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions  • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions  • Identify differences, similarities or changes related to simple scientific ideas and processes  • Use straightforward scientific evidence to answer questions or to support his/her findings |
| **Plants** | • 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** | • 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 | • 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 |
| **Rocks** | • 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** | • 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 and have an impact on living things |
| **Forces and Magnets** | • Compare how things move on different surfaces  • Notice that some forces need contact between two objects, but magnetic forces can act at a distance | • 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** | • Recognise that he/she needs 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 eyes | • Recognise that light from the sun can be dangerous and that there are ways to protect eyes  • Find patterns in the way that the size of shadows change |
| **Sound** | • 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 |
| **States of Matter** | • 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 |
| **Electricity** | • 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 |