

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

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

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

	FROG Lilac						
	Books CC reading						
	STEM						
	School Award						