

Year 3/ Year A Science Progression in Skills and Knowledge

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Autumn 1: Animals including Humans <ul style="list-style-type: none"> • 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. 		
Autumn 2: Light <ul style="list-style-type: none"> • 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. 		
Spring 1: Rocks <ul style="list-style-type: none"> • 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 		
Spring 2: Forces and Magnets <ul style="list-style-type: none"> • 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. 		

NC Knowledge	Pupils not securing learning	Pupils achieving depth in learning
Summer 1 and 2: Plants <ul style="list-style-type: none"> • 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 		

Y3/4 Working Scientifically to run throughout all units of learning:	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> • asking relevant questions and using different types of scientific enquiries to answer them 		
<ul style="list-style-type: none"> • setting up simple practical enquiries, comparative and fair tests 		
<ul style="list-style-type: none"> • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers 		
<ul style="list-style-type: none"> • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 		

Y3/4 Working Scientifically to run throughout all units of learning:	Pupils not securing learning	Pupils achieving depth in learning
<ul style="list-style-type: none"> recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables 		
<ul style="list-style-type: none"> reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 		
<ul style="list-style-type: none"> using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions 		
<ul style="list-style-type: none"> identifying differences, similarities or changes related to simple scientific ideas and processes 		
<ul style="list-style-type: none"> using straightforward scientific evidence to answer questions or to support their findings. 		