



Autumn 1

Year 3	Year 4	Year 5	Year 6
<p><b>Animals including humans</b>                      -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</p> <p>-Identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><b>Working Scientifically</b>                      -To be able to record data in a table                      -To be able to use evidence to answer questions                      -To be able to set up a comparative test.</p>	<p><b>States of matter</b>                      -Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-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)</p> <p>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Working Scientifically</b>                      -To be able to use a thermometer to take accurate measurements.                      -To be able to use a data logger to take accurate measurements.                      -To be able to use straightforward scientific evidence to answer questions or to support their findings                      -To be able to provide a written explanation.</p>	<p><b>Earth and space</b>                      -Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>-Describe the movement of the Moon relative to the Earth</p> <p>-Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</p> <p><b>Working Scientifically</b>                      -To be able to plan a scientific enquiry to answer a question</p>	<p><b>Electricity</b>                      -Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>-Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>-Use recognised symbols when representing a simple circuit in a diagram</p> <p><b>Working Scientifically</b>                      - To be able to use scientific evidence to support or refute an idea                      To be able to plan a scientific enquiry to answer a questions.</p>