

Science LTP Wren Class
Switched On Science Curriculum Scheme
From September 2023 onwards

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wren Class	Year 3 Topic 2 Food and Our Bodies	Year 3 Topic 1 Rocks, Soils and Fossils	Year 3 Topic 5 Forces and Magnets	Year 4 Topic 2 Living Things	Year 3 Topic 4 How Does Your Garden Grow?	Year 3 Topic 3 Light

National Curriculum Coverage through each SwitchedOn Science Topic

Wren Class		WORKING SCIENTIFICALLY LKS2
AUTUMN 1 Year 3 Topic 2 Food and Our Bodies	YEAR 3 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	-asking relevant questions and using different types of scientific enquiries to answer them -setting up simple practical enquiries, comparative and fair tests
AUTUMN 2 Year 3 Topic 1 Rocks, Soils and Fossils	YEAR 3 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	-making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
SPRING 1 Year 3 Topic 5 Forces and Magnets	YEAR 3 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 -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	-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
SPRING 2 Year 4 Topic 2 Living Things	YEAR 4 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 to living things	-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
SUMMER 1 Year 3 Topic 4	YEAR 3 PLANTS -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	-using results to draw simple conclusions, make predictions for new

<p>How Does Your Garden Grow?</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 -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</p>	<p>values, suggest improvements and raise further questions -identifying differences, similarities or changes related to simple scientific ideas and processes</p>
<p>SUMMER 2 Year 3 Topic 3 Light and Shadows</p>	<p style="text-align: center;">YEAR 3 LIGHT</p> <p>-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</p>	<p>-using straightforward scientific evidence to answer questions or to support their findings.</p>