Blue: Physics strand – structure of matter and force and how parts of the universe interact.

Green: Biology strand – living organisms and processes.

Red: Chemistry strand – properties of matter and how they change and interact.

YEAR 3	**Substantive curriculum**				
3	**Order of units explanation: Plants** unit focus in summer where there is sufficient light in the classroom to grow seedlings. **Forces**, **Light** and **Rocks** before **Plants**.				
3	Animals, including Humans **Key Idea:** The skeleton and muscles are parts of the human body with specific functions. The right type and amount of nutrition helps our body be healthy.	Light **Key Idea:** Light enables us to see and can be reflected and absorbed.	Forces & Magnets **Key Idea:** Most forces need contact between objects but magnetism is a non-contact force that can affect the movement of objects.	Rocks **Key Idea**: Different rocks have different properties. Soils and fossils are formed.	Plants **Key Idea:** Plant parts have different functions and plants have requirements for growth. They also have different stages in their life cycle.
4	**Substantive curriculum**				
4	**Order of units explanation: Habitats** – naming and identifying plants, referred to throughout the year as they grow and change. **States of matter** unit before **Sound** unit because knowledge of solids, liquids and gases supports the understanding of how sound travels through a medium to the ear.				
4	Animals, including Humans **Key Idea:** Teeth and the digestive system are parts of the human body with specific functions. Animals get food from other living things.	Electricity **Key Idea:** Electricity can make circuits work and can perform useful functions. Circuits need particular components.	States of Matter **Key Idea:** Materials can exist in different states which can sometimes be changed.	Sound **Key Idea:** Sound can be reflected and absorbed. It enables us to hear.	Living Things and their Habitats **Key Idea:** Living things can be classified according to observable features. habitats give living things what they need.Environments can change and cause danger to living things.
3 &4	**Working Scientifically Disciplinary curriculum.** **PLAN**: Ask questions and use enquiries to answer them. **DO:** Set up enquiries, observe, measure, gather, record and present data. **REVIEW:** Report on findings, using oral, written and pictorial methods. Use results to draw conclusions, make predictions and ask further questions.				
5	**Substantive Curriculum**				
5	**Order of units explanation: Forces** unit taught before **Earth and Space** unit, so that understanding of gravity can be applied to understanding of why planets orbit the sun and the moon orbits the earth.				
5	Forces **Key Idea:** Contact and non contact forces affect the movement of objects. Air and water resistance are frictional forces that slow objects down. Mechanisms can turn smaller forces into larger ones.	Properties and changes of materials **Key Idea:** The physical properties of materials determine their uses. Changes can be irreversible.	Living things and their habitats **Key Idea:** Life exists in a variety of cycle forms and can be compared.	Animals, including Humans **Key Idea:** The human body changes as it develops from birth to old age.	Earth and space **Key Idea:** Day, night, month, seasonal change and year are caused by the position and movement of the Earth.

6	**Substantive Curriculum**				
6	**Order of units explanation: Evolution and inheritance** unit is conceptually more challenging so is taught later in the year.				
6	Electricity **Key Idea:** Electrical components can be controlled in different ways and can be affected by voltage. Circuit diagrams use symbols.	Animals, including Humans **Key Idea:**The heart and blood are parts of the human body circulatory system, transporting water, nutrients and gases. Diet, exercise, drugs and life cycle impact the body.	Light **Key Idea:** Shadow shape is linked to light travelling in straight lines. We see things because light travels to our eyes.	Living things and Habitats **Key Ideas:** Living things can be classified according to observable features. Broad classification groupings can be subdivided.	Evolution and inheritance: **Key idea:** Variation and adaptation may lead to evolution
5 &6	**Working Scientifically Disciplinary curriculum** **PLAN:** Plan different types of enquiries to answer your own questions including variables. **DO:** Use results to set up further enquiries. Take (repeat) measurements using a range of scientific equipment and increased accuracy and precision. Record data using scientific diagrams, classification keys, tables, scatter graphs, bar and line graphs. **REVIEW:** Report and present findings including conclusions using appropriate scientific language. Explain degrees of trust. Identify evidence that has been used to support or refute ideas or arguments.				