

**Class 3 Science: Autumn Term 1 - 2026**

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| Focus area in Nat Curriculum           | Rocks                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                      |                                                                                                                                                                      |
| NC objectives - key knowledge to learn | <ul style="list-style-type: none"><li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li><li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li><li>recognise that soils are made from rocks and organic matter.</li></ul>                                             |                                                                                      |                                                                                                                                                                      |
| Enquiry Types                          | Identifying, classifying and grouping, research using secondary resources                                                                                                                                                                                                                                                                                                                        |                                                                                      |                                                                                                                                                                      |
| Relevant prior learning                |                                                                                                                                                                                                                                                                                                                                                                                                  | Prior learning                                                                       | Teaching points/notes                                                                                                                                                |
|                                        | Y1                                                                                                                                                                                                                                                                                                                                                                                               | Children will have grouped rocks together as a material                              | All prior teaching is focused around Materials rather than Rocks as a focus area. Children may have some understanding or knowledge of fossils (linked to dinosaurs) |
|                                        | Y2                                                                                                                                                                                                                                                                                                                                                                                               | Children will have identified the properties of rock as a material                   |                                                                                                                                                                      |
|                                        | Y3                                                                                                                                                                                                                                                                                                                                                                                               | Children will have identified the properties of rock as a material and compared them |                                                                                                                                                                      |
| Enrichment opportunities               | <ul style="list-style-type: none"><li>Reading comprehension lessons looking at Rocks</li><li>Homework - researching and answering questions about rocks</li><li>Trip to Flag Fen</li></ul>                                                                                                                                                                                                       |                                                                                      |                                                                                                                                                                      |
| Assessment of learning                 | <ul style="list-style-type: none"><li>Vocabulary - pre and post Unit assessment</li><li>Low-stakes quizzing and retrieval activities at start of lessons</li><li>Discussions - highlight misconceptions and clarify</li><li>Use of vocabulary when writing up investigations / ability to present data clearly in tables and graphs</li><li>Quiz at each stage and at the end of topic</li></ul> |                                                                                      |                                                                                                                                                                      |
| Vocabulary                             | <a href="#">Link to Document</a>                                                                                                                                                                                                                                                                                                                                                                 |                                                                                      |                                                                                                                                                                      |

**Class 3 Science: Autumn term 2 - 2026**

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| Focus area in Nat Curriculum           | Light                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                    |                                                                                                                                                                                       |
| NC objectives - key knowledge to learn | <ul style="list-style-type: none"><li>● recognise that they need light in order to see things and that dark is the absence of light</li><li>● notice that light is reflected from surfaces</li><li>● recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li><li>● recognise that shadows are formed when the light from a light source is blocked by an opaque object</li><li>● find patterns in the way that the size of shadows change.</li></ul> |                                                                                    |                                                                                                                                                                                       |
| Enquiry Types                          | Observing over time, pattern seeking                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                    |                                                                                                                                                                                       |
| Relevant prior learning                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Prior learning                                                                     | Teaching points/notes                                                                                                                                                                 |
|                                        | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children will have identified natural and man made light.                          | Children will have been given the chance to explore torches in a darkened room. Children may have created stained glass effect pictures to show how natural light changes the colour. |
|                                        | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                    |                                                                                                                                                                                       |
|                                        | Y3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Children will have investigated how light changes colour through coloured acetate. |                                                                                                                                                                                       |
| Enrichment opportunities               | <ul style="list-style-type: none"><li>● Homework - further research about light</li><li>● Reading comprehension activities - properties of materials</li><li>● Link to DT Unit on Electrical circuits with light bulbs</li><li>● Link to art unit - use of light in charcoal pictures</li></ul>                                                                                                                                                                                                   |                                                                                    |                                                                                                                                                                                       |
| Assessment of learning                 | <ul style="list-style-type: none"><li>● Vocabulary - pre and post Unit assessment</li><li>● Low-stakes quizzing and retrieval activities at start of lessons</li><li>● Discussions - highlight misconceptions and clarify</li><li>● Use of vocabulary when writing up investigations eg. observe, variables, prediction, conclusion / ability to present data clearly in tables and graphs</li><li>● Quiz throughout and at end of unit</li></ul>                                                 |                                                                                    |                                                                                                                                                                                       |
| Vocabulary                             | <a href="#">Link to Document</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                    |                                                                                                                                                                                       |

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| <b>Focus area in Nat Curriculum</b>           | <b>Electricity (Y4)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                      |  |
| <b>NC objectives - key knowledge to learn</b> | <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul> |                                                                                      |  |
| <b>Enquiry Types</b>                          | <p>Identifying and classifying - sorting appliances that do / don't run on electricity; sorting materials into conductors /insulators</p> <p>Fair and comparative tests - testing for conductors and insulators</p> <p>Pattern seeking - exploring what affects the strength of the bulb lighting up in circuit</p> <p>Drawing Conclusions, Noticing Patterns &amp; Presenting Findings</p>                                                                                                                                                                                                                                                                                       |                                                                                      |  |
| <b>Relevant prior learning</b>                | EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sources of electricity around the home<br>Explore how things work                    |  |
|                                               | Y1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | What is powered by electricity and what is powered by other ways (battery, wind etc) |  |
|                                               | Y2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                      |  |
|                                               | Y3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | New learning for Y3s                                                                 |  |
| <b>Enrichment opportunities</b>               | <ul style="list-style-type: none"> <li>• Homework - further research about light</li> <li>• Reading comprehension activities - properties of materials</li> <li>• Link to DT Unit on Electrical circuits with light bulbs</li> <li>• Link to art unit - use of light in charcoal pictures</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |                                                                                      |  |
| <b>Assessment of learning</b>                 | <ul style="list-style-type: none"> <li>• Vocabulary - pre and post Unit assessment</li> <li>• Low-stakes quizzing and retrieval activities at start of lessons</li> <li>• Discussions - highlight misconceptions and clarify</li> <li>• Use of vocabulary when writing up investigations eg. observe, variables, prediction, conclusion / ability to present data clearly in tables and graphs</li> <li>• Quiz throughout and at end of unit</li> </ul>                                                                                                                                                                                                                           |                                                                                      |  |
| <b>Vocabulary</b>                             | <a href="#">Link to Document</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                      |  |