

Switched On Science: Stage Three (Embedding and Deepening) Rolling Programme (Sensory Pathway)

Stage Three SOS Teachers book with activities	Autumn	Spring	Summer
2025-2026	Year 4 topic 1- Whats that sound This topic covers the following learning objectives: • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases Sound, source, vibrate, loud, quiet, fast, slow, ear vibration, travel, pitch (high, low), volume, parts of the ear	Year 3 - Topic 6 Topic: The Nappy Challenge This topic develops the following working scientifically skills: • Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. • Gather, record, classify and present data in a variety of ways to help in answering questions. • Ask relevant questions and use different types of scientific enquiries to answer them. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Set up simple practical enquiries, comparative and fair tests.	Year 3- topic 4 Topic: How does your garden grow This topic covers the following learning objectives: • 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. Leaf, flower, blossom, petal, fruit, berry, root,

Switched On Science: Stage Three (Embedding and Deepening) Rolling Programme (Sensory Pathway)

	faint, loud, insulation	Use straightforward scientific evidence to answer questions or to support their findings. Measure, test, weigh stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, Solid, liquid, gas, state change,	seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and light, shade, sun, warm, cool, water, grow, healthy wild flowering plants in the local area Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)
Sensory ideas			Add Color To Flowers Using Science - ScienceBob.com - Make leaf or bark rubbings. - Make plant jigsaws.

Switched On Science: Stage Three (Embedding and Deepening) Rolling Programme (Sensory Pathway)

			• Go on a plant hunt and/or a tree hunt. • Explore/Discuss which parts of a plant people eat. • Pull up weeds to find which roots make the best anchor. Which need gentle pulling, strong steady pulls or roots snap when pulled? Make a visual list of which plant leaves humans can eat.
--	--	--	---