Fen Ditton C. P. School

ANGLIAN LEARNING

Science Coverage for Years 3 and 4 2019 2020

National Curriculum Statements

2 hour sessions each week.	Term 1	Term 2	Term 3	Continuous Provision (Working Scientifically)
Week 1	**Year 3 *Plants*** 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.	**Year 3 *Plants*** Investigate the way in which water is transported within plants.	**Year 3 *Plants*** Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	• Ask relevant questions and using different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and, where appropriate, taking 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. • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
Week 2	**Year 4 *Living things and their Habitats*** Recognise that living things can be grouped in a variety of ways.	**Year 4 *Living things and their Habitats*** Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	**Year 4 *Living things and their Habitats*** Recognise that environments can change and that this can sometimes pose dangers to living things.	
Week 3	**Year 3 *Animals, including Humans*** Identify that animals, including humans, need the right types and amount of nutrition, and	***Year 4* Animals, including Humans**	***Year 4* Animals, including Humans** Construct and interpret a variety of food chains,	

	that they cannot make their own food; they get nutrition from what they eat.	Describe the simple functions of the basic parts of the digestive system in humans.	identifying producers, predators and prey.	• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identify differences, similarities or changes related to simple scientific ideas and processes. • Use straightforward scientific evidence to answer questions or to support their findings.
Week 4	**Year 3 *Animals, including Humans*** Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	***Year 4* Animals, including Humans** Identify the different types of teeth in humans and their simple functions.		
Week 5	**Year 3 *Light*** 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.	**Year 3 *Light*** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	**Year 3 *Light*** 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.	
Week 6	**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.	**Year 3 *Forces and Magnets*** 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.	**Year 3 *Forces and Magnets*** Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	

Week 7	**Year 4 *States of Matter*** Compare and group materials together, according to whether they are solids, liquids or gases.	**Year 4 *States of Matter*** 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).	**Year 4 *States of Matter*** Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
Week 8	**Year 4 *Sound*** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.	**Year 4 *Sound*** 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	**Year 4 *Sound*** Recognise that sounds get fainter as the distance from the sound source increases.	
Week 9	**Year 4 *Electricity*** Identify common appliances that run on electricity.	**Year 4 *Electricity*** 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.	**Year 4 *Electricity*** Recognise some common conductors and insulators, and associate metals with being good conductors.	
Week 10	**Year 4 *Electricity*** Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	**Year 4 *Electricity*** Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.		