



Fen Ditton C. P. School

**Science Coverage for Years 3 and 4**

**2020 – 2021**

**National Curriculum Statements**



1½ - 2 hour weekly sessions.	Term 1	Term 2	Term 3	Continuous Provision (Working Scientifically)
<p><b>Week 1</b></p>	<p><b>Year 3 Plants</b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</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.</p>	<p><b>Year 3 Plants</b></p> <p>Investigate the way in which water is transported within plants.</p>	<p><b>Year 3 Plants</b></p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<ul style="list-style-type: none"> <li>• Ask relevant questions and using different types of scientific enquiries to answer them.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</li> </ul>
<p><b>Week 2</b></p>	<p><b>Year 4 Living things and their Habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways.</p>	<p><b>Year 4 Living things and their Habitats</b></p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p>	<p><b>Year 4 Living things and their Habitats</b></p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<ul style="list-style-type: none"> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> </ul>
<p><b>Week 3</b></p>	<p><b>Year 3 Animals, including Humans</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition</p>	<p><b>Year 4 Animals, including Humans</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p><b>Year 4 Animals, including Humans</b></p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<ul style="list-style-type: none"> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> </ul>

	from what they eat.			<ul style="list-style-type: none"> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>
<b>Week 4</b>	<p><b>Year 3 Animals, including Humans</b></p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><b>Year 4 Animals, including Humans</b></p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p><b>Year 3 Rocks</b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	
<b>Week 5</b>	<p><b>Year 3 Light</b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Notice that light is reflected from surfaces.</p>	<p><b>Year 3 Light</b></p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>	<p><b>Year 3 Light</b></p> <p>Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p>	
<b>Week 6</b>	<p><b>Year 3 Forces and Magnets</b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p><b>Year 3 Forces and Magnets</b></p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p>	<p><b>Year 3 Forces and Magnets</b></p> <p>Describe magnets as having two poles.</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
<b>Week 7</b>	<p><b>Year 4 States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p>	<p><b>Year 4 States of Matter</b></p> <p>Observe that some materials change state when they are heated or cooled, and measure</p>	<p><b>Year 4 States of Matter</b></p> <p>Identify the part played by evaporation and condensation in the water cycle and associate</p>	

		or research the temperature at which this happens in degrees Celsius (°C).	the rate of evaporation with temperature.		
<b>Week 8</b>	<b>Year 4 Sound</b>  Identify how sounds are made, associating some of them with something vibrating.  Recognise that vibrations from sounds travel through a medium to the ear.	<b>Year 4 Sound</b>  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	<b>Year 4 Sound</b>  Recognise that sounds get fainter as the distance from the sound source increases.		
<b>Week 9</b>	<b>Year 4 Electricity</b>  Identify common appliances that run on electricity.	<b>Year 4 Electricity</b>  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.	<b>Year 4 Electricity</b>  Recognise some common conductors and insulators, and associate metals with being good conductors.		
<b>Week 10</b>	<b>Year 4 Electricity</b>  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	<b>Year 4 Electricity</b>  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	<b>Year 3 Rocks</b>  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.		
	<b>Autumn Term</b>		<b>Spring Term</b>		<b>Summer Term</b>
<b>Possible Investigation Ideas</b>					

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