



Fen Ditton C. P. School

Science Coverage for Years 3 and 4

2021 - 2022

National Curriculum Statements



1½ - 2 hour weekly sessions.	Term 1	Term 2	Term 3	Continuous Provision (Working Scientifically)
<p>Week 1</p>	<p>Year 3 Plants</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>*(Y3) 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>Year 3 Plants</p> <p>*(Y3) Investigate the way in which water is transported within plants.</p>	<p>Year 3 Plants</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"> • 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.
<p>Week 2</p>	<p>Year 4 Living things and their Habitats</p> <p>Recognise that living things can be grouped in a variety of ways.</p>	<p>Year 4 Living things and their Habitats</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>Year 4 Living things and their Habitats</p> <p>*(Y4) Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<ul style="list-style-type: none"> • Gather, record, classify and present data in a variety of ways to help in answering questions.
<p>Week 3</p>	<p>Year 3 Animals, including Humans</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>Year 4 Animals, including Humans</p> <p>*(Y4) Describe the simple functions of the basic parts of the digestive system in humans.</p>	<p>Year 4 Animals, including Humans</p> <p>*(Y4) Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<ul style="list-style-type: none"> • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

	from what they eat.			<ul style="list-style-type: none"> • 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	<p>Year 3 Animals, including Humans</p> <p>*(Y3) Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Year 4 Animals, including Humans</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Year 3 Rocks</p> <p>*(Y3) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	
Week 5	<p>Year 3 Light</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>Year 3 Light</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p>	<p>Year 3 Light</p> <p>*(Y3) Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>*(Y3) Find patterns in the way that the size of shadows change.</p>	
Week 6	<p>Year 3 Forces and Magnets</p> <p>Compare how things move on different surfaces.</p> <p>*(Y3) Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p>	<p>Year 3 Forces and Magnets</p> <p>*(Y3) 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>Year 3 Forces and Magnets</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>	
Week 7	Year 4 States of Matter	Year 4 States of Matter	Year 4 States of Matter	

	Compare and group materials together, according to whether they are solids, liquids or gases.	*(Y4) 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).	*(Y4) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	
Week 8	<p>Year 4 Sound</p> <p>*(Y4) Identify how sounds are made, associating some of them with something vibrating.</p> <p>*(Y4) Recognise that vibrations from sounds travel through a medium to the ear.</p>	<p>Year 4 Sound</p> <p>*(Y4) Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>*(Y4) Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Year 4 Sound</p> <p>*(Y4) Recognise that sounds get fainter as the distance from the sound source increases.</p>	
Week 9	<p>Year 4 Electricity</p> <p>Identify common appliances that run on electricity.</p>	<p>Year 4 Electricity</p> <p>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.</p>	<p>Year 4 Electricity</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
Week 10	<p>Year 4 Electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p>Year 4 Electricity</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p>	<p>Year 3 Rocks</p> <p>*(Y3) Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	
Possible Investigation Ideas	Autumn Term	Spring Term		Summer Term

Possible Ideas:

Grow some Autumn/Winter plants.

Investigate the speed (force metre) of objects travelling across different surfaces, e.g. carpet, wood, grass.

Investigate the distance that magnetic forces can work across.

Possible Ideas:

Add food colouring to water and observe the change to petals.

Observe the effects of evaporation on salt water.

Possible Ideas:

Test transparent and opaque materials.

Observe the effects of the Water Cycle (inside a plastic bowl).

Investigate the conductivity of metal objects.