

Core Subject: Science Coverage Cycle A:

Lower KS2 (Year $\frac{3}{4}$)

Key Components of knowledge						
	Forces and Magnets	Living things and their habitats	States of Matter	Animals including Humans	Plants	Sound
	<i>Magnetic Fun and Games</i>	<i>A world of living habitats</i>	<i>What's the Matter?</i>	<i>Fit for Success</i>	<i>Feast of flowers, fruits and seeds</i>	<i>Sounds Spectacular!</i>
Key Vocab	Friction, gravity, air resistance, levers, pulleys, gears	Dinosaur, indigenous, woodland, ponds, sea, rainforest, desert, species, microhabitats	Water vapour, condensation, precipitation, evaporation, matter, substance, lava, solid, liquid, gas	Nutrition, skeleton, muscles, diet, joint, pelvis, cartilage, rib cage, tendon, spine	Roots, stem, nutrients, pollination, seed dispersal, fertiliser, seed formation, stigma, anther, soil	Vibrating, pitch, volume, insulation, outer, middle and inner ear, cochlea, auditory, frequency, hammer
National Curriculum	Forces and Magnets (YEAR 3) →compare how things move on different surfaces →notice that some forces need contact between two objects, but magnetic forces can act at a distance →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 →describe magnets as having two poles →predict whether two magnets will attract or repel each other, depending on which poles are facing	Living things and their habitats (YEAR 4) →recognise that living things can be grouped in a variety of ways →explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	States of Matter (YEAR 4) →compare and group materials together, according to whether they are solids, liquids or gases →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) →identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Animals including Humans (YEAR 3) →Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat →Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Plants (lifecycles) (YEAR 3) → identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers →explore the part that flowers play in the life cycle of flowering plants →explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Sound (YEAR 4) →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
Working Scientifically	→asking relevant questions and using different types of scientific enquiries to answer them →setting up simple practical enquiries, comparative and fair tests →making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, (not-using a range of equipment, including thermometers and data loggers) →gathering, recording, classifying and presenting data in a variety of ways to help in answering questions →recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables →reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions →using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions →identifying differences, similarities or changes related to simple scientific ideas and processes →using straightforward scientific evidence to 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Core Subject: Science Coverage Cycle B:



Lower KS2 (Year 3/4)

Key Components of knowledge						
	Rocks	Living things and their habitats	Animals including humans	Light	Plants	Electricity
	<i>This planet rocks</i>	<i>Habitat helpers</i>	<i>The cycle of life</i>	<i>Shining the light</i>	<i>Greatly Green Growers</i>	<i>Electric personalities</i>
Key Vocab	Fossil, soil, crystals, sedimentary, metamorphic, igneous, magnetic pole, organise matter, attract and repel	Predator, changes, dangerous, environment, habitats, classification, fungi, bacteria	Pancreas, oesophagus, intestine, organ, molars, canine, food chain, predators, prey, salivary gland	Reflection, shadows, light source, opaque, refraction, periscope, nocturnal, orbits, convex, concave	Roots, stem, nutrients, pollination, seed dispersal, fertiliser, seed formation, stigma, anther, soil	Circuit, buzzers, conductor, battery, cells, switch, socket, appliance, appliance series circuit, insulator
National Curriculum	Rocks and Fossils (YEAR 3) →compare and group together different kinds of rocks on the basis of their appearance and simple physical properties →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	Living things and their habitats (YEAR 4) →recognise that environments can change and that this can sometimes pose dangers to living things	Animals including Humans (YEAR 4) →describe the simple functions of the basic parts of the digestive system in humans →identify the different types of teeth in humans and their simple functions →construct and interpret a variety of food chains, identifying producers, predators and prey	Light (Year 3) →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 →recognise that light from the sun can be dangerous and that there are ways to protect their eyes →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	Plants (lifecycles) (Year 3) →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	Electricity (YEAR 4) →identify common appliances that run on electricity →construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers →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 →recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit →recognise some common conductors and insulators, and associate metals with being good conductors
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Cycle A:

Forces and Magnets

Magnetic Fun and Games

1. All on the surface
2. Forces to be reckoned with!
3. A question of magnetism
4. Attractive materials
5. Poles apart
6. Fun and games

Suggested for Autumn 1

Living Things and Their Habitats

A World of Living Things

1. Is it living?
2. A kingdom of plants!
3. Amazing invertebrates
4. Fantastic fish and astounding amphibians
5. Brilliant birds and remarkable reptiles
6. Magnificent mammals

Suggested for Spring 1

States of Matter

What's the Matter?

1. Is it solid or liquid?
2. Gas! Gas! Gas!
3. Changing state
4. Explore evaporation and condensation
5. The water cycle
6. What's the matter?

Suggested for Summer 1

Animals Including Humans

Fit for Success

1. Think about food
2. What is a balanced diet?
3. Skeletons and bones
4. Moving muscles
5. A breath of fresh air
6. Health and fitness coaching session

Suggested for Autumn 2

Plants

Feast of Flowers, Fruits & Seeds

1. The power of flowers
2. All in a flower
3. Operation pollination
4. Fruits galore!
5. Gone with the wind!
6. What a feast!

Suggested for Spring 2

Sound

Sounds Spectacular!

1. Sound all around
2. Good vibrations challenge
3. I'm all ears!
4. Pump up the volume!
5. Pitch it high, pitch it low!
6. Sounds like fun!

Suggested for Summer 2

Cycle B:

Rocks

This Planet Rocks

1. Rock stars
2. Become rock detectives!
3. Rock quest
4. Fabulous fossils
5. Let's be soil detectives!
6. Lights, camera, action!

Suggested for Autumn 1

Living Things and Their Habitats

Habitat Helpers

1. What is a habitat?
2. Perfectly adapted
3. Climate change
4. What a waste!
5. Disappearing habitats
6. All the fun of the fair!

Suggested for Spring 1

Animals Including Humans

The Circle of Life

1. Food for Thought
2. Good Digestion
3. Something to get your teeth into
4. Animal Detectives
5. Predator or Prey?
6. The Amazing Circle of Life!

Suggested for Summer 1

Light

Shining the Light

1. In the dark
2. Lights and reflectors
3. Mirrors and reflections
4. In the shadows
5. Big shadow little shadow
6. Solving the case!

Suggested for Autumn 2

Plants

Greatly Green Growers

1. Let's Investigate
2. Roots, Shoots and So Much More!
3. Fruit, Shoot, Leaf or Root?
4. Crucial Requirements!
5. Data! Data! Data!
6. Growing for Success!

Suggested for Spring 2

Electricity

Electric Personalities

1. It's Electric
2. Crocodiles, Cells and Circuits
3. Conductors and Insulators
4. Time to Design!
5. All Together Now!
6. Finishing Touches

Suggested for Summer 2