

## Year 3-4 Long Term Foundation Curriculum Coverage & Sequence of Jessons Year 3/4 Cycle A: 2019-2020 / 2021-2022 / 2023-2024 / 2025-2026: Science

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Heroes & Villains	Playlist	Traders & Raiders	Predators	Road Trip	Scrumdiddlyumptious
Light Kent scheme, Year 3 (including working scientifically)	Sound Kent scheme, Year 4 (including working scientifically)		Animals including humans, Kent scheme, Year 3 - Living things and habitats,	Electricity Kent scheme, Year 4 (including working scientifically)	Plants Kent scheme, Year 3 Teeth and eating taught through Maestro
<ul> <li>scientifically)</li> <li>Y3:Sc: L1 –Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>Y3:Sc: L2 –Notice that light is reflected from surfaces.</li> <li>Y3:Sc: L3 – Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>Y3:Sc: L4 –Recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>Y3:Sc: L5 – Find patterns in the way that the size of shadows change.</li> </ul>	<ul> <li>scientifically)</li> <li>Y4:Sc: S3 -Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>Sc:WS3 - 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> <li>Y4:Sc: S1 -Identify how sounds are made, associating some of them with something vibrating</li> <li>Y4:Sc: S2 -Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>Sc:WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>Sc:WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>		<ul> <li>Living things and habitats,</li> <li>See attached document (including working scientifically)</li> <li>Sc:WS3 - 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> <li>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>Y3:Sc: A1 – 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.</li> <li>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</li> </ul>	<ul> <li>Y4 Sc: E1 - Identify common appliances that run on electricity.</li> <li>Sc:WS1 - Ask relevant questions and using different types of scientific enquiries to answer them</li> <li>Y4:Sc: E2 - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>Y4:Sc: E3 - 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.</li> <li>Y4:Sc: E4 - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions</li> <li>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> </ul>	through Maestro (including working scientifically) Sc:WS3 - Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes Sc:WS2 - Set up simple practical enquiries, comparative and fair tests Y4:Sc: P1 - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Y3:Sc: P2 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to



## Year 3-4 Long Term Foundation Curriculum Coverage & Sequence of lessons

	<ul> <li>Sc:WS9 - Use straightforward scientific evidence to answer questions or to support their findings.</li> <li>Sc:WS1 - Ask relevant questions and using different types of scientific enquiries to answer them.</li> <li>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>Y4:Sc: S5 -Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>		<ul> <li>Y3:Sc: A2 – Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>Y4:Sc: LT3 - Recognise that environments can change and that this can sometimes pose dangers to living things.</li> <li>Y4:Sc: LT1 - Recognise that living things can be grouped in</li> <li>Y4:Sc: LT2 - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	Y4:Sc: E5 - Recognise some common conductors and insulators, and associate metals with being good conductors.	grow) and how they vary from plant to plant Y3:Sc: P3investigate the way in which water is transported within plants Y3:Sc: P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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# Year 3/4 Cycle B: 2020-2021 / 2022-2023 / 2024-2025: Science

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Mighty Metals	Tribal tales	Potions	Gods & Mortals	Flow	I am Warrior
Forces & Magnets, Kent scheme, Year 3 (including working scientifically) Y3:Sc: FM2 - Notice that some forces need contact between	Light (Science link following Maestro/ Stonehenge) Y3:Sc: L5 – Find patterns in the way that the size of shadows change.	Solids, liquids and gases, Kent scheme, Year 3 (optional additional investigations on Maestro) (including working scientifically)	Rocks, Kent scheme, Year 3 Y3:Sc: R1 - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	States of matter / Plants (Following Maestro, working scientifically objectives covered on trip to environmental centre)	Volcanoes?



#### Year 3–4 Long Term Foundation Curriculum Coverage & Sequence of lessons

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two objects, but magnetic	Y3:Sc: L4 – Recognise that	Sc:WS1 - Ask relevant questions	Y3:Sc: R2 - Describe in simple terms	
forces can act at a distance.	shadows are formed when the	and using different types of	how fossils are formed when things	Sc:WSA - Gather record classify and
Y3:Sc: FM1 - Compare how	light from a light source is blocked by a solid object.	scientific enquiries to answer them	that have lived are trapped within	present data in a variety of ways to
things move on different		Y4:Sc: SM1 – Compare and group	TOCK.	help in answering questions
surfaces.		materials together, according to	<b>Y3:Sc: R3 -</b> Recognise that soils are made from rocks and erganic	Sc:WS5 - Record findings using simple
Sc:WS3 - Make systematic and		whether they are solids, liquids or	matter	scientific language, drawings, labelled
careful observations and,		gases.		diagrams, keys, bar charts, and tables.
where appropriate, taking		Sc:WS4 - Gather, record, classify	Sc:WS2 - Set up simple practical	CoNVC2 Marks such as a l
accurate measurements using		and present data in a variety of	enquiries, comparative and fair	Sc:WS3 - Make systematic and
standard units, using a range of		ways to help in answering questions	tests	careful observations and, where
equipment, including		SouWSE Depend findings using	Sc:WS4 - Gather record classify	appropriate, taking accurate
thermometers and data		SC:WSS - Record findings using	and present data in a variety of	measurements using standard units,
loggers.		simple scientific language,	ways to help in answering	using a range of equipment, including
		drawings, labelled diagrams, keys,	questions	thermometers and data loggers.
sc:ws8 - identify differences,		bar charts, and tables	questions.	Sc:WS8 - Identify differences,
similarities of changes related		Sc:WS2 - Set up simple practical	Sc:WS5 - Record findings using	similarities or changes related to
to simple scientific ideas and		enquiries, comparative and fair	simple scientific language,	simple scientific ideas and processes.
processes		tests	drawings, labelled diagrams, keys,	SaiWS2 - Sat up cimplo practical
Sc:WS2 - Set up simple		SouMS2 Make systematic and	bar charts, and tables.	onguiries, comparative and fair tests
practical enquiries, comparative		scroful observations and where		enquines, comparative and fair tests.
and fair tests				Y4:Sc: P1 - Identify and describe the
V2:Soi EM2 Observe hour		appropriate, taking accurate		functions of different parts of
<b>13:SC: FIN3 -</b> Observe now		measurements using standard		flowering plants: roots, stem/trunk,
magnets attract of repereach		including thermometers and data		leaves and flowers.
materials and not others				Sc:W/S6 _ Report on findings from
		loggers.		enquiries including oral and written
Y3:Sc: FM4 - Compare and		Sc:WS6 - Report on findings from		evelopations, displays or
group together a variety of		enquiries, including oral and written		procentations of results and
everyday materials on the basis		explanations, displays or		conclusions
of whether they are attracted		presentations of results and		COnclusions
to a magnet, and identify some		conclusions.		Sc:WS7 - Use results to draw simple
magnetic materials.		SciWS7 Lice results to draw		conclusions, make predictions for new
Sc:WSA Gather record		simple conclusions make		values, suggest improvements and
classify and present data in a		predictions for new values suggest		raise further questions
variety of ways to help in		improvements and raise further		Sc:WS9 - Use straightforward
answering questions		auestions		scientific evidence to answer
answering questions.				questions or to support their findings
Y3:Sc: FM5 - Describe magnets		Sc:WS8 - Use straightforward		Areadons of to support their multips.
as having two poles		scientific evidence to answer		



## Year 3-4 Long Term Foundation Curriculum Coverage & Sequence of lessons

Manual 2		 × /	<u>×</u>
Y3:Sc: FM6 - Predict whether	questions or to support their	Y4:Sc: SM3 – Identify the part played	
two magnets will attract or	findings.	by evaporation and condensation in	
repel each other, depending on	0	the water cycle and associate the rate	
which poles are facing.	Sc:WS9 - Use straightforward	of evaporation with temperature.	
	scientific evidence to answer		
Course Decend findings using	questions or to support their		
SC:WS5 - Record findings using	findings.		
simple scientific language,			
drawings, labelled diagrams,	Y4:Sc: SM2 – Observe that some		
keys, bar charts, and tables	materials change state when they		
	are heated or cooled, and measure		
Sc:WS6 - Report on findings	or research the temperature at		
from enquiries, including oral	which this happons in degrees		
and written explanations,	which this happens in degrees		
displays or presentations of	celsius (°c).		
results and conclusions			
Sc:WS7 - Use results to draw			
simple conclusions, make			
predictions for new values			
suggest improvements and			
suggest improvements and			
raise further questions.			
Sc:WS9 - Use straightforward			
scientific evidence to answer			
succitance ente support de sin			
questions or to support their			
findings.			