



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

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
<p>Light Kent scheme, Year 3 (including working scientifically)</p> <p>Y3:Sc: L1 –Recognise that they need light in order to see things and that dark is the absence of light.</p> <p>Y3:Sc: L2 –Notice that light is reflected from surfaces.</p> <p>Y3:Sc: L3 – Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>Y3:Sc: L4 –Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Y3:Sc: L5 – Find patterns in the way that the size of shadows change.</p>	<p>Sound Kent scheme, Year 4 (including working scientifically)</p> <p>Y4:Sc: S3 -Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>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.</p> <p>Y4:Sc: S1 -Identify how sounds are made, associating some of them with something vibrating</p> <p>Y4:Sc: S2 -Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Sc:WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc:WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>		<p>Animals including humans, Kent scheme, Year 3</p> <p>Living things and habitats, See attached document (including working scientifically)</p> <p>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.</p> <p>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>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.</p> <p>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Electricity Kent scheme, Year 4 (including working scientifically)</p> <p>Y4 Sc: E1 - Identify common appliances that run on electricity.</p> <p>Sc:WS1 - Ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Y4:Sc: E2 - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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.</p> <p>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</p> <p>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<p>Plants Kent scheme, Year 3 Teeth and eating taught through Maestro (including working scientifically)</p> <p>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.</p> <p>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc:WS2 - Set up simple practical enquiries, comparative and fair tests</p> <p>Y4:Sc: P1 - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Y3:Sc: P2 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to</p>



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	<p>Sc:WS9 - Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Sc:WS1 - Ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Y4:Sc: S5 -Recognise that sounds get fainter as the distance from the sound source increases.</p>		<p>Y3:Sc: A2 – Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Y4:Sc: LT3 - Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Y4:Sc: LT1 - Recognise that living things can be grouped in</p> <p>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</p>	<p>Y4:Sc: E5 - Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>grow) and how they vary from plant to plant</p> <p>Y3:Sc: P3investigate the way in which water is transported within plants</p> <p>Y3:Sc: P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
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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
<p>Mighty Metals</p>	<p>Tribal tales</p>	<p>Potions</p>	<p>Gods & Mortals</p>	<p>Flow</p>	<p>I am Warrior</p>
<p>Forces & Magnets, Kent scheme, Year 3 (including working scientifically)</p> <p>Y3:Sc: FM2 - Notice that some forces need contact between</p>	<p>Light (Science link following Maestro/ Stonehenge)</p> <p>Y3:Sc: L5 – Find patterns in the way that the size of shadows change.</p>	<p>Solids, liquids and gases, Kent scheme, Year 3 (optional additional investigations on Maestro) (including working scientifically)</p>	<p>Rocks, Kent scheme, Year 3</p> <p>Y3:Sc: R1 - Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p>	<p>States of matter / Plants (Following Maestro, working scientifically objectives covered on trip to environmental centre)</p>	<p>Volcanoes?</p>



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<p>two objects, but magnetic forces can act at a distance.</p> <p>Y3:Sc: FM1 - Compare how things move on different surfaces.</p> <p>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.</p> <p>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes</p> <p>Sc:WS2 - Set up simple practical enquiries, comparative and fair tests</p> <p>Y3:Sc: FM3 - Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Y3:Sc: FM4 - 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>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Y3:Sc: FM5 - Describe magnets as having two poles</p>	<p>Y3:Sc: L4 –Recognise that shadows are formed when the light from a light source is blocked by a solid object.</p>	<p>Sc:WS1 - Ask relevant questions and using different types of scientific enquiries to answer them</p> <p>Y4:Sc: SM1 – Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc:WS2 - Set up simple practical enquiries, comparative and fair tests</p> <p>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.</p> <p>Sc:WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Sc:WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Sc:WS8 - Use straightforward scientific evidence to answer</p>	<p>Y3:Sc: R2 - Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Y3:Sc: R3 - Recognise that soils are made from rocks and organic matter</p> <p>Sc:WS2 - Set up simple practical enquiries, comparative and fair tests</p> <p>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p>	<p>Sc:WS4 - Gather, record, classify and present data in a variety of ways to help in answering questions</p> <p>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</p> <p>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.</p> <p>Sc:WS8 - Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Sc:WS2 - Set up simple practical enquiries, comparative and fair tests.</p> <p>Y4:Sc: P1 - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Sc:WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>Sc:WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc:WS9 - Use straightforward scientific evidence to answer questions or to support their findings.</p>	
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<p>Y3:Sc: FM6 - Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>Sc:WS5 - Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc:WS6 - Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>Sc:WS7 - Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Sc:WS9 - Use straightforward scientific evidence to answer questions or to support their findings.</p>		<p>questions or to support their findings.</p> <p>Sc:WS9 - Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Y4:Sc: SM2 – 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).</p>		<p>Y4:Sc: SM3 – Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	
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