

## Year 3&4 Cycle A Science

| Topic                                           | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>Throughout the year</b><br>SL1<br>SL6<br>SL7 | <p>Study local environment throughout the year raising and answering questions studying changes in habitat due to seasonal, or other, changes. Get ready to contrast with deserts lack of seasons.</p> <p>6. Classification</p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>7. Food chains</p> <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> |
| Pop in, pop out, pop up<br>SL1                  | Plants function of parts of a plant <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>investigate the way in which water is transported within plants</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>                                                                                                                                                                                                                                                                                                                                                    |
| Spice of Life<br>SL4                            | Light <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>find patterns in the way that the size of shadows change.</li> </ul>                                                                                                                                                                                                                                                                                |
| Can you feel the force?<br>SL3                  | Rocks and soils <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>recognise that soils are made from rocks and organic matter.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                         |
| Meet the Flintstones<br>SL2                     | Digestive system <ul style="list-style-type: none"> <li>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> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Rise of the Robots<br>SL10                      | Electricity <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                            | <p>based on whether or not the lamp is part of a complete loop with a battery</p> <ul style="list-style-type: none"> <li>• 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>• recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>Forces<br/>Extension of pushes and pulls from KS1 to explain pneumatics etc</p>                                                                                                                                                    |
| Tomb Raiders<br>SL6<br>SL7 | <p>Organisms and their habitat</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Food chains</p> <ul style="list-style-type: none"> <li>• construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Round up longitudinal study</p> |

## Year 3&4 Cycle B Science

| Topic                                    | Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Throughout the year<br>SL1<br>SL6<br>SL7 | <p>Study local environment throughout the year raising and answering questions studying changes in habitat due to seasonal, or other, changes. Get ready to contrast with rainforests lack of seasons.</p> <p>6. Classification</p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>7. Food chains</p> <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> |
| Hail Caesar<br>SL9                       | <p>Sound</p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>                                                                                                                                                                                                                                                |
| Hail Caesar<br>SL5                       | <p>Forces and magnets</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces. (friction)</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>describe magnets as having two poles</li> <li>predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>                                                                                                     |
| Suits You<br>SL2                         | <ul style="list-style-type: none"> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Walk on the Wild Side<br>SL1, SL4, SL6   | <p>6. Classification</p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>7. Food chains</p>                                                                                                                                                                                                                                                                                                                                                           |

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|                    | <ul style="list-style-type: none"> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                      |
| Settle Down<br>SL8 | <p>Materials</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (link to rainforests and reasons for rainfall)</li> </ul> |
| Settle Down<br>SL1 | <p>Plants: requirements for growth</p> <ul style="list-style-type: none"> <li>SL1 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</li> </ul> <p>Round up longitudinal study</p>                                                                                                                                                                                                                                             |