

Whitefield Primary School -
Long Term Curriculum Overview - Year 3/4

Science

	Autumn 2	Autumn 1	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4 LC						
Science area	Animals including humans (Y3/4)	Earth and space (from Y5 curriculum)/ Sound	Living things and habitats	States of matter	electricity	
NC Links	<p><u>Working scientifically (lower KS2)</u></p> <ul style="list-style-type: none"> • 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, 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 answer questions or to support their findings 					
	<p>WOW - Investigation - Time and record chn's times for running 100m. Do the tallest chn run the fastest?</p> <p>Identify that animals need the right types</p>	<p>(Y5)-Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p>	<p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group,</p>	<p>Compare and group materials, whether they are solids, liquids and gases.</p> <p>Observe that some materials change state when they</p>	<p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its</p>	

	<p>and amount of nutrition; they cannot make their own food; they get their nutrition from what they eat. (Y3)</p> <p>Identify that humans and some animals have skeletons and muscles for support, protection and movement. (Y3)</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>To practically investigate the digestive system process</p> <p>Identify the different types of teeth in humans and their simple functions</p>	<p>(Y5)-Describe the movement of the Moon relative to the Earth</p> <p>(Y5)-Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>(Y5)-Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p>	<p>identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <p>To investigate the viscosity of liquids</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>basic parts, including cells, wires, bulbs, switches and buzzers</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>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>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
--	--	--	---	--	--	--

		<p>To investigate how we can change the pitch of sounds</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases</p>			<p>To investigate which materials conduct electricity</p>	
--	--	---	--	--	---	--