



St. Peter's CE Primary School.

Science: Long Term Plan-Objectives.

Year 3/4

| Year 3/4 | | | | | |
|--|---|---|--|---|-----------------|
| Year 3/4 | | | Cycle 1 | | |
| <u>AUTUMN 1</u> | <u>AUTUMN 2</u> | <u>SPRING 1</u> | <u>SPRING 2</u> | <u>SUMMER 1</u> | <u>SUMMER 2</u> |
| Living things and their habitats | Animals including Humans | Sound | Animals including Humans | Plants | |
| <p>Year 4 Objectives</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, 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>Identify how living things resemble their parents in many features</p> | <p>Year 3 Objectives</p> <p>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>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p>Year 4 Objectives</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>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>Year 4 Objectives</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Identify how living things are suited to and adapt to their environment</p> | <p>Year 3 Objectives</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>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

| Year 3/4 | | | | | |
|--|--|--|-----------------|---|---|
| Year 3/4 | | | Cycle 2 | | |
| <u>AUTUMN 1</u> | <u>AUTUMN 2</u> | <u>SPRING 1</u> | <u>SPRING 2</u> | <u>SUMMER 1</u> | <u>SUMMER 2</u> |
| States of Matter | Light | Forces and magnets | | Electricity | Rocks |
| <p>Year 4 Objectives</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>Year 3 Objectives</p> <p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change.</p> | <p>Year 3 Objectives</p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>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>Year 4 Objectives</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its 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>Year 4 Objectives</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter.</p> <p>Recognise that fossils provide information about living things</p> |