

New Science Rolling Programme

| Phase Group—Y3/4 | | | | | | |
|---|---|----------|---|----------|--|----------|
| Year B | | | | | | |
| Topic | Ancient Greece | | Ancient Egypt | | Animal Kingdom | |
| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Science Topic | Sound | | Animals, including humans | | State of matter | |
| Science Topic | living things and their habitats | | | | | |
| WS focus (working Scientifically) | <p>Sound Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases. <p>Animals, including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ describe the simple functions of the basic parts of the digestive system in humans ▪ identify the different types of teeth in humans and their simple functions ▪ construct and interpret a variety of food chains, identifying producers, predators and prey. | | <p>States of Matter Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ compare and group materials together, according to whether they are solids, liquids or gases ▪ 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) ▪ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | | <p>Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that living things can be grouped in a variety of ways ▪ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment ▪ recognise that environments can change and that this can sometimes pose dangers to living things. | |