



Unit of Work	Year 3	Year 4
Plants	<p>Can identify and <b>describe the functions</b> of different flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Can 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>Can investigate the way in which water is transported within plants.</p> <p>Can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p><b>Vocabulary:</b> Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal - wind dispersal, animal dispersal, water dispersal</p>	<p>N/A - However as part of outdoor learning and as part of the topic, Living things and their habitats, children in Year 4 will continue to observe and identify species of trees and flowering plants in their environment.</p>
Animals including humans	<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><b>Vocabulary:</b> Nutrition, nutrients, carbohydrates, sugars, proteins, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints.</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><b>Vocabulary:</b> Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain.</p>
Living things and their habitats	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <b>(See Y3 - Plants)</b></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><b>Vocabulary:</b> Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>



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<p><b>Materials</b></p> <p><b>Rocks - Year 3</b></p> <p><b>States of Matter - Year 4</b></p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. (Y3 - Rocks) Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)</p> <p><b>Vocabulary:</b>                      Rock, stone, pebble, boulder, grain, crystal, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil.</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><b>Vocabulary:</b>                      Solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, condensation, precipitation, temperature, water cycle.</p>
<p><b>Light</b></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 an opaque object.</p> <p>Find patterns in the way that the size of shadows change.</p> <p><b>Vocabulary:</b>                      Light, light source, dark, absence of light, transparent, translucent, opaque shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous.</p>	<p>N/A</p>
<p><b>Sound</b></p>	<p>N/A</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><b>Vocabulary:</b>                      Sound, source, vibrate, travel, pitch (high, low) volume, faint, loud, insulation</p>



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Forces	<p>Compare how things move on different surfaces. 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.</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>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>Vocabulary:                      Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole</p>	
Electricity	N/A	<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>Vocabulary:                      Electricity, electrical appliance/device, mains. Plug, electrical current, complete circuit, component, cell, battery, positive, negative, connect/connection, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol.</p>