Year 3 and 4 Curriculum Plan 2026-27 Science



	Autumn	Spring	Summer
Year 3	**Forces and Magnets** **Rocks and soils**	**Animals including humans.** **Plants**	**Light and shadow**
Year 4	**Sound** **Electricity**	**States of matter** **The Water Cycle**	**Animals and their Habitats** **Digestive system**

Science National Curriculum Expectations LKS2	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Working Scientifically • To ask relevant questions • To set up simple, practical enquiries and comparative and fair tests • To make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers • To gather, record, classify and present data in a variety of ways to help in answering questions • To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables • To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • To use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests • To identify differences, similarities or changes related to simple, scientific ideas and processes						
Plants • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To 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 • To investigate the way in which water is transported within plants • To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.						
Animals, including humans • To 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 • To identify that humans and some other animals have skeletons and muscles for support, protection and movement.						

Rocks • To compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • To describe in simple terms how fossils are formed when things that have lived are trapped within rock • To recognise that soils are made from rocks and organic matter.						
Light • To recognise that they need light in order to see things and that dark is the absence of light • To notice that light is reflected from surfaces • To recognise that light from the sun can be dangerous and that there are ways to protect their eyes • To recognise that shadows are formed when the light from a light source is blocked by an opaque object • To find patterns in the way that the size of shadows change.						
Forces and magnets • To compare how things move on different surfaces • To notice that some forces need contact between two objects, but magnetic forces can act at a distance • To observe how magnets attract or repel each other and attract some materials and not others • To 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 • To describe magnets as having two poles • To predict whether two magnets will attract or repel each other, depending on which poles are facing.						
Living things and their habitats • To recognise that living things can be grouped in a variety of ways • To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • To recognise that environments can change and that this can sometimes pose dangers to living things.						
Animals, including humans • To describe the simple functions of the basic parts of the digestive system in humans • To identify the different types of teeth in humans and their simple functions • To construct and interpret a variety of food chains, identifying producers, predators and prey.						
States of matter • To compare and group materials together, according to whether they are solids, liquids or gases • To 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) • To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.						
Sound • To identify how sounds are made, associating some of them with something vibrating • To recognise that vibrations from sounds travel through a medium to the ear • To find patterns between the pitch of a sound and features of the object that produced it • To find patterns between the volume of a sound and the strength of the vibrations that produced it • To recognise that sounds get fainter as the distance from the sound source increases.						

Electricity • To identify common appliances that run on electricity • To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • To 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 • To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • To recognise some common conductors and insulators, and associate metals with being good conductors.						