Wellington Primary

Science Curriculum

Year 3			
Topic 1	Topic 2	Topic 3	Topic 4
 Animal Nutrition and the Skeletal System	 Forces and Magnets	 Light and Shadows	 Plant Nutrition and Reproduction
Defining Frame Introduction lesson – What I know about living things	Defining Frame Introduction lesson – What is force?	Defining Frame Introduction lesson – Light Facts	Defining Frame Introduction lesson – Function of plant parts
Asking questions	Points of contact	Exploring light	Focus on roots and on leaves
Balanced and nutritious	Frictional forces	Identify and classify	Focus on stems (lesson 2a and 2b)
Investigation focus: carrying out simple tests, observation, recording results Investigating fatty foods: **Which foods contain the most fat?**	Exploring force meters	**Investigation focus:** making predictions, set up and carry out simple tests **What properties do reflective materials have?**	Focus on leaves
Animal diets	Measuring and recording frictional forces	Sun safety	Flowering plant life cycle

Bones and joints	Measuring and recording frictional forces	Exploring shadows	Flower anatomy
Muscles and skeleton types	Magnetic forces	Opaque, transparent and translucent	Pollination
Investigation: Asking and answering questions **Example questions: How do bones repair after a break? Do all mammals have the same bone types as humans?** Step 1 – questioning Step 2 – investigation Step 3 – gather and record data Step 4- report and conclude	Exploring magnets Grouping sorting magnetic materials	Observing changes in shadows	Seeds and seed dispersal
Assessment and reflection	**Investigation focus:** Observing, measuring and recording **Do different types of magnets vary in strength?** Step 1 - making predictions and carrying out Step 2 - observe and record Step 3 - represent data Step 4- present data	**Investigation focus:** reporting and concluding **How do shadows change during the day?** Step 1 - carrying out Step 2 - recording and measuring Step 3 - comparing Step 4- reporting and concluding	**Investigation focus:** Planning and carrying out **Example questions: What happens to a plant if its roots are not watered? What happens to a plant if the leaves don't receive sunlight?** Step 1 - planning Step 2 - planning and carrying out Step 3 - observing and recording Step 4- reporting and concluding
	Assessment and reflection	Assessment and reflection	Assessment and reflection

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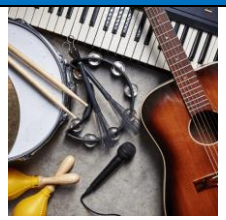
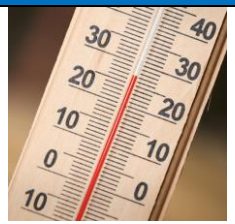
Science Curriculum

Year 4				
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
 Electrical Circuits and Conductors	 Food and the Digestive System	 Sound	 States of Matter	 Grouping and Classifying
Defining Frame Introduction lesson – Exploring electricity	Defining Frame Introduction lesson – Producers and Consumers	Defining Frame Introduction lesson – Sound facts	Defining Frame Introduction lesson – Solids, Liquids and Gases	Defining Frame Introduction lesson – What is classification?
Components	Ecosystems	Exploring sound	Classifying solids, liquids and gases	Guess Who
Making series circuits	Food chains	How does sound travel?	Particle theory	Understanding classification keys Creating classification keys
Fixing circuits	Changes in habitats	How do we hear sounds?	Melting, freezing, evaporation and condensation	Animal kingdom
Conductivity	Purpose and parts	Muffling Sounds	Focus on water	Sorting vertebrates
Investigation: **Which materials are conductive?**	Teeth types	**Investigation focus:** comparison, carrying out a simple test	**Investigation focus:** Observing, measuring and recording **How does the temperature of solid water change as it melts?**	Sorting invertebrates

		How does the volume of a sound change as you move away from the source?		
Making switches	Healthy eating	Changing the volume of sounds	Melting and boiling points	Plant kingdom
Understanding plugs	**Investigation focus:** measurement **Why should we brush our teeth with toothpaste?** Step 1- recording Step 2- planning and carry out Step 3 - observation and recording Step 4 - interpreting results Step 5 - draw conclusions	Changing the pitch of sounds	**Investigation focus:** Observing, measuring and recording **What could you do to make ice melt more quickly?'** Step 1 and 2 planning and making predictions Step 3- carrying out and observing Step 4 - collecting and presenting data Step 5 - interpreting results	**Investigation focus:** Reporting and concluding **How can you inform others about new discoveries?** **Example questions to research:** **How big is the nano-chameleon?** **What does it eat? Where does it live?** Step 1 and 2 - explaining and classifying Step 3- questioning Step 4 - researching Step 5 - presenting (scientific report)
	Assessment and reflection	**Investigation focus:** Planning and carrying out **Example questions: Does the size of a musical instrument affect how loud it is? Which is the noisiest area of the school at 12pm?** Step 1- planning Step 2- make predictions Step 3 - planning and carrying out Step 4 - carrying out and recording Step 5 - presenting data		

Assessment and reflection		Assessment and reflection	Assessment and reflection	Assessment and reflection