

LKS2 Knowledge – Science Y3 in Green, Y4 in Blue

Skills	Which year and topic are they covered in
<b>Plants</b>	
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Year B, Summer 2 How does your garden grow?
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	Year B, Summer 2 How does your garden grow?
Investigate the way in which water is transported within plants	Year B, Summer 2 How does your garden grow?
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Year B, Summer 2 How does your garden grow?
<b>Animals, including Humans</b>	
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	Year B, Spring 2 The UK and Italy
Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Year B, Spring 2 The UK and Italy
Describe the simple functions of the basic parts of the digestive system in humans	Year B, Spring 2 The UK and Italy
Identify the different types of teeth in humans and their simple functions	Year B, Spring 2 The UK and Italy
Construct and interpret a variety of food chains, identifying producers, predators and prey.	Year B, Spring 2 The UK and Italy
<b>Living Things and their Habitats</b>	
Recognise that living things can be grouped in a variety of ways	Year A, Autumn 2 Under the canopy
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Year A, Autumn 2 Under the canopy
Recognise that environments can change and that this can sometimes pose dangers to living things.	Year A, Autumn 2 Under the canopy
<b>Rocks</b>	
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Year B, Summer 1 This planet rocks!
describe in simple terms how fossils are formed when things that have lived are trapped within rock	Year B, Summer 1 This planet rocks!
recognise that soils are made from rocks and organic matter.	Year B, Summer 1 This planet rocks!

<b>Light</b>	
recognise that they need light in order to see things and that dark is the absence of light	Year A, Spring 1 Extreme earth
notice that light is reflected from surfaces	Year A, Spring 1 Extreme earth
recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Year A, Spring 1 Extreme earth
recognise that shadows are formed when the light from a light source is blocked by an opaque object	Year A, Spring 1 Extreme earth
find patterns in the way that the size of shadows change.	Year A, Spring 1 Extreme earth
<b>Forces and Magnets</b>	
compare how things move on different surfaces	Year B, Autumn 1 Where on earth are we?
notice that some forces need contact between two objects, but magnetic forces can act at a distance	Year B, Autumn 1 Where on earth are we?
observe how magnets attract or repel each other and attract some materials and not others	Year B, Autumn 1 Where on earth are we?
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	Year B, Autumn 1 Where on earth are we?
describe magnets as having two poles	Year B, Autumn 1 Where on earth are we?
predict whether two magnets will attract or repel each other, depending on which poles are facing.	Year B, Autumn 1 Where on earth are we?
<b>States of Matter</b>	
compare and group materials together, according to whether they are solids, liquids or gases	Year B, Summer II Come dine with me
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)	Year B, Summer II Come dine with me
identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Year B, Summer II Come dine with me
<b>Sound</b>	
identify how sounds are made, associating some of them with something vibrating	Year A, Spring 2 Did you hear that?
recognise that vibrations from sounds travel through a medium to the ear	Year A, Spring 2 Did you hear that?
find patterns between the pitch of a sound and features of the object that produced it	Year A, Spring 2 Did you hear that?
find patterns between the volume of a sound and the strength of the vibrations that produced it	Year A, Spring 2 Did you hear that?
recognise that sounds get fainter as the distance from the sound source increases.	Year A, Spring 2 Did you hear that?

<b>Electricity</b>	
identify common appliances that run on electricity	Year A, Autumn 1 Location, location, location
construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Year A, Autumn 1 Location, location, location
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	Year A, Autumn 1 Location, location, location
recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Year A, Autumn 1 Location, location, location
recognise some common conductors and insulators, and associate metals with being good conductors	Year A, Autumn 1 Location, location, location