



Go for Green

Science



Cover the shared area and classrooms in rubbish to make it dirty and grimy like in the story *Michael Recycle*.

Year 3/4— Spring 2018-2019

Class assembly
Share what we have learnt with the rest of the school

Science

Plants (Y3)

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- 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
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Animals including humans (Y3)

Pupils should be taught 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
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Living things and their habitats (Y4)

Pupils should be taught to:

- 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.

Animals including humans (Y4)

Pupils should be taught to:

- 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.

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Pollution and Recycling

- English - linked to the story Michael Recycle
- types of pollution - create posters
- what is recycling?
- look at the process of recycling
- Moral - discussion about environmental and human issues around pollution and recycling, look at different opinions
- recycle the rubbish in the shared area and classrooms - Michael Recycle from the story will have appeared
- Cultural - how does recycling impact on the economy
- English - write a diary entry from a piece of rubbish about being recycled

Plants

- identify and describe the functions of different parts of flowering plants
- plant lifecycle and pollination - different types of pollination and seed dispersal
- spiritual - reflect on how important bees are to our natural world
- what do plants need to grow—scientific experiment with cress, Plant bean/pea seed to see them grow over time
- social - chn working collaboratively to set up and record findings from an experiment
- investigate the way in which water is transported within plants - flowers and celery in food colouring

Key Constructs

Living things and their habitat

- take children into the woods to look at living things and their habitat - linked by a ransom note
- how can we group living things? - sort animals into groups and learn about the different characteristics
- maths - use Venn and Carroll diagrams to group living things
- maths - explore and use classification keys to help group, identify and name a variety of living things
- what are the dangers to living things and their habitat - link back to pollution
- spiritual - look at the wonders of how animals have adapted to their environment

Animals including humans

- make and understand food chains
- identify that animals, including humans, need the right types and amount of nutrition
- look at balanced diets - spiritual - how does this relate to our lives
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- look at a skeleton and label the bones and muscles
- describe the digestive system - experiment
- social - chn working collaboratively to set up and record findings from an experiment
- identify and describe different types of teeth

