

Year 3 Science (Topic order could be different)

| Year 3 programme of study | | | | | |
|--|--|--|--|--|--|
| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Animals including humans - Skeletons, muscles & movement | Forces and magnets | Light | Rocks | Animals including humans - Nutrition | Plants |
| <p>To identify that humans and some animals have skeletons and muscles for support, protection and movement</p> | <p>To compare how things move on different surfaces</p> <p>To notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>To observe how magnets, attract and repel each other and attract some materials</p> <p>To compare and group together a variety of everyday materials based on whether they are magnetic</p> <p>To describe magnets as having two poles</p> <p>To predict whether two magnets will attract or repel each other</p> | <p>To recognise that they need light to see things and that dark is the absence of light</p> <p>To notice that light reflects from surfaces</p> <p>To recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>To find patterns in the way that the size of the shadow changes</p> | <p>To compare and group together different kinds of rocks based on their appearance and simple physical properties</p> <p>To describe, in simple terms, how fossils are formed when things that have lived are trapped within a rock</p> <p>To recognise that soils are made from rocks and organic matter</p> | <p>To identify that animals, need the right types of nutrition, and that they cannot make their own food</p> | <p>To identify and describe the functions of different parts of flowering plants</p> <p>To explore the requirements of plants for life and growth</p> <p>To investigate the way in which water is transported through plants</p> <p>To explore the part of a plant plays in the life cycle of flowering plants</p> |
| <u>WORKING SCIENTIFICALLY - LKS2 (Y3&4)</u> <ul style="list-style-type: none"> 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 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 verbal 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 | | | | | |

| Working scientifically | Working scientifically | Working scientifically | Working scientifically | Working scientifically | Working scientifically |
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| Sorting: grouping animals with or without a skeleton Labelled diagrams: how muscles work Labelled diagrams: how we move Observation: how we move and how our muscles work Research: different animal skeletons | Investigation: how far a car can move on different surfaces Exploring / investigating: the strength of different magnets Classifying: sorting materials into those that are magnetic and those that are not Labelled diagrams: putting different magnetic pole together and their effects Research: how magnets are useful in everyday items Labelled diagrams: how the forces of push & pull work Investigate: how some forces need direct contact - opening a door, pushing a swing | Investigation: how do shadows form Investigation: find out what happens to shadows when the light source moves or the distance between the light source and the object changes Observation / measure: how the size of a shadow changes during the day Patterns: the way that the size of a shadow changes Labelled diagram: how we need light to see things | Observation: looking at the properties of different rocks Sorting: sorting rocks by their properties Investigate: different soils - similarities & differences Research: the formation of sedimentary rocks Investigation: what happens when different rocks are rubbed together Research: the way different soils are formed | Sorting: foods into healthy & unhealthy Compare & contrast: the diets of different animals Sorting: animals according to what they eat - herbivores, carnivores & omnivores Research: different food groups Investigation: food packaging - fats, salt content, sugar etc | Labelled diagrams: the different parts of flowering plants Investigation: how water is transported in plants (celery experiment) Comparison / investigate: the effect of different factors on plant growth - amount of light Observation: stages of plant life cycle over time Patterns: look at the structure of fruits & relate to their method of seed dispersal Sorting: plants by their method of seed dispersal |
| Curriculum links | Curriculum links | Curriculum links | Curriculum links | Curriculum links | Curriculum links |
| English: explanation of how a skeleton and muscles help animals to move / for protection / support English: explanation of how different parts of the body have different functions P.E.: The importance of exercise and its impact on the body | Maths: collection of data - distance travelled by a car on different surface - show in a table of results / in a simple graph English: explanation of how things move on different surfaces English: write up an investigation | Outdoor learning: Shadow walk. Discuss how they are cast and draw around partner's shadow English: Read the poem 'Shadow' by Michael Rosen and discuss it. Can you describe your shadow? Write own shadow poem Maths: measuring the length of a shadow over time English: Explanation of how shadows form English: write up an investigation English: poster of the dangers of looking at the sun / explanation text of why it isn't safe to look directly at the sun | Outdoor learning: Collecting a variety of rocks and / or soils around the grounds, discussing their properties Maths: Venn diagrams sorting rocks by their properties English: explanation of how fossils are formed English: explanation of how different soils are formed | PSHE: Healthy eating Creating a healthy food plate and discussing how much of each food group we need and why P.E.: The importance of exercise and its impact on the body English: explanation of the effects of a healthy & unhealthy diet | Outdoor learning: The identification & recognition of plants around the school grounds Art / Outdoor learning: Close observational drawings, including labels |

Science curriculum links - outside of year 3 program

| Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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