Year 3 Science

Plants	Animals including humans	Rocks	Light	Forces
P1 I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	A1 I can 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.	R1 I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	L1 I can recognise that they need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces.	F1 I can compare how things move on different surfaces.
P2 I can 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.	A2 I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	R2 I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.	L2 I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	F2 I can identify that some forces need contact between 2 objects, but magnetic forces can act at a distance.
P3 I can investigate the way in which water is transported within plants.		R3 I can recognise that soils are made from rocks and organic matter.	L3 I can recognise that shadows are formed when the light from a light source is blocked by a solid object.	F3 I can observe how magnets attract or repel each other and attract some materials and not others.
P4 I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.			L4 I can find patterns in the way that the size of shadows change.	F4 I can 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.
				F5 I can describe magnets as having 2 poles.
				F6 I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Topic coverage

Autumn 1: Stone Age	Autumn 2: Stone Age	Spring 1: Ancient Egypt	Spring 2: Ancient Egypt	Summer 1: Circus	Summer 2: The Potteries
R1 R2 R3	A1 A2	F1 F2 F3	F4 F5 F6	L1 L2 L3 L4	P1 P2 P3 P4
Vocabulary					
Rocks & soils Sandstone, limestone, granite, marble, pumice, slate, crystals, properties, permeable /impermeable, hardness, sedimentary, igneous, metamorphic, fossils, soil, organic matter, humus	**Animals including humans** Bones, muscles, skull, ribs, skeleton, support, protection, movement, herbivore, carnivore, omnivore, teeth, canine, incisor, molar, diet	**Forces & Magnets** Force, push, pull, contact, magnetic, attract, repel, poles (north / south) Friction, resistance, surfaces	**Forces & Magnets** Force, push, pull, contact, magnetic, attract, repel, poles (north / south) Friction, resistance, surfaces	**Light** Light, dark, shadows, blocking, mirror, reflect, reflective, reflection, absence of light Protect eyes from the sun, transparent, translucent.	**Plants** Air, light, water, soil, nutrients, reproduction, seed formation, dispersal, germination, pollination, transportation, species, location (photosynthesis) Review Y2 Flower, stem, roots, leaf, sepal, filament, anther, pollen, petal, stigma, style, ovary, ovule
Working Scientifically Vocabulary					
Investigation cycle, Question, prediction, method, etc.(see below)					

Research - relevant questions, scientific enquiry, comparative and fair test, systematic, careful observation, accurate measurements.
Equipment - thermometer, data logger,
Data - gather, record, classify, present
Plan - variables, measurements, accuracy, precision, repeat readings,
Report data - scientific diagrams, labels, classification keys, tables, scatter graphs, bar graph and line graphs, predictions, further comparative and fair test,
Report and present - conclusions, causal relationship, explanations, degree of trust, oral and written display and presentation.
Evidence - support, refute ideas or arguments identify, classify and describe patterns, systematic, quantitative, measurements.

I will know..

Rocks & soils	Animals including humans	Forces & Magnets	Light	Plants
- how to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. - what sedimentary means - what metamorphic means - what igneous - how fossils are formed when things that have	- that animals, including humans, need the right types and amount of nutrition - that they cannot make their own food; they get nutrition from what they eat - how to use the investigation cycle - how to record my findings in	- how things move on different surfaces. - that some forces need contact between 2 objects, but magnetic forces can act at a distance - what repel means - what attract means - how magnets attract or repel each other and attract some materials and not others	- I need light to see things - that dark is the absence of light - that light is reflected from surfaces - that light from the sun can be dangerous - that there are ways to protect my eyes - that shadows are formed when the light	- how to describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) - how to investigate the way in which

lived are trapped within rock - recognise that soils are made from rocks and organic matter - how to use the investigation cycle - how to record my findings in different ways and evaluate what I find out - the appropriate scientific vocabulary and will be able to confidently read, write and apply this in my work	different ways and evaluate what I find out - the appropriate scientific vocabulary and will be able to confidently read, write and apply this in my work	- how 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. - that magnets have 2 poles - whether 2 magnets will attract or repel each other, depending on which poles are facing - how to use the investigation cycle - how to record my findings in different ways and evaluate what I find out - the appropriate scientific vocabulary and will	from a light source is blocked by a solid object - how to investigate patterns in the way that the size of shadows change - how to use the investigation cycle - how to record my findings in different ways and evaluate what I find out - the appropriate scientific vocabulary and will be able to confidently read, write and apply this in my work	water is transported within plants - the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - how to use the investigation cycle - how to record my findings in different ways and evaluate what I find out - the appropriate scientific vocabulary and will be able to confidently read, write and apply this in my work

		be able to confidently read, write and apply this in my work		