

Year 3 Science			
Autumn Term 1			
Topic	Objectives linked to Curriculum	Working Scientifically	Vocabulary
<u>Rocks including fossil formation.</u>	- I can identify naturally occurring rocks and explore their uses. - I can compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties - I can plan and carry out an investigation to compare the characteristics of rocks. (Practical erosion and permeable experiment) - I can identify that rocks are used for particular purposes. - I can describe in simple terms how fossils are formed when things that have lived are trapped within rock - I can recognise that soils are made from rocks and organic matter.	WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them WS2 setting up simple practical enquiries, comparative and fair tests WS3 making systematic and careful observations using notes and simple tables WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes	Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil

		WS10 using straightforward scientific evidence to answer questions or to support their findings. WS11 begin to look for naturally occurring patterns and relationships WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	
	<u>Year 3 Autumn Term 2</u>		
<u>Topic</u>	Objectives linked to curriculum	Working Scientifically	Vocabulary
<u>Light (need to see, darkness, reflection, dangers, shadows)</u>	- 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. - I can recognise that light from the sun is a light source and identify the difference between night and day. - I can recognise that light from sun be dangerous and that there are ways to protect my eyes. - I can recognise that shadows are formed when the light from a light source is blocked by a solid object. - I can find patterns in the way that the size of shadows change. Investigate how shadows change throughout the day.	WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them WS2 setting up simple practical enquiries, comparative and fair tests WS3 making systematic and careful observations using notes and simple tables WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions	Light, light source, dark, absence of light, transparent, translucent, opaque, shiny, matt, surface, shadow, reflect, mirror, sunlight, dangerous

		WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes WS10 using straightforward scientific evidence to answer questions or to support their findings. WS11 begin to look for naturally occurring patterns and relationships WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations	
	<u>Year 3 Spring Term 1</u>		
<u>Topic</u>	<u>Objectives linked to Curriculum</u>	<u>Working Scientifically</u>	<u>Vocabulary</u>
<u>Plants (requirements for growth, function of parts and life cycle)</u>	- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - I can investigate the way in which water is transported within plants - I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them WS2 setting up simple practical enquiries, comparative and fair tests WS3 making systematic and careful observations using notes and simple tables WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)

	- I can explore some of the ways in which flowering plants disperse their seeds. - I can understand that plants make their own food. - I can understand the structure of seeds and their importance as a food source. Investigation: dissect parts of a flowering plant.	WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables WS7 reporting on findings from enquiries, using relevant scientific language, including oral and written explanations, displays or presentations of results and conclusions WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes WS10 using straightforward scientific evidence to answer questions or to support their findings. WS11 begin to look for naturally occurring patterns and relationships WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	
	<u>Year 3 Spring Term 2</u>		
<u>Topic</u>	Objectives Linked to the curriculum	Working Scientifically	Vocabulary
<u>Animals including humans (skeletons)</u>	- I can understand that animals and humans cannot make their own food; they get nutrition from what they eat. - I can identify that a balanced diet is needed to get the right types and amount of nutrition. (healthy eating)	WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes. WS10 using straightforward scientific evidence to answer questions or to support their findings.	Nutrition, nutrients, carbohydrates, sugars, protein, vitamins,

	- I can investigate which foods that animals eat to get the right types and amount of nutrition. - I can identify that humans and animals have skeletons for support, protection and movement. - I can find out about how the skeleton supports and protects the body. - I can identify what muscles are and how skeletal muscles help movement.	WS12 recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.	minerals, fibre, fat, water, skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine
	<u>Year 3 Summer Term 1</u>		
<u>Topic</u>	Objectives linked to curriculum	Working Scientifically	Vocabulary
<u>Forces and magnets (friction/ magnets)</u>	- I can explore what forces are and notice that some forces need contact between two objects. - I can compare how things move on different surfaces. - I can explore magnetic forces and notice that they can act at a distance. - I can observe how magnets attract or repel each other and attract some materials and not others. - 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. - I can describe magnets as having two poles. - I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	WS1 making decisions, asking relevant questions and using different types of scientific enquiries to answer them WS2 setting up simple practical enquiries, comparative and fair tests WS3 making systematic and careful observations using notes and simple tables WS4 taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers WS5 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions WS6 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables WS7 reporting on findings from enquiries, using relevant scientific language, including	Force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron,

	Investigations: which materials magnets attract, repel, have no effect on.	oral and written explanations, displays or presentations of results and conclusions WS8 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions WS9 identifying differences, patterns, similarities or changes related to simple scientific ideas and processes WS10 using straightforward scientific evidence to answer questions or to support their findings. WS11 begin to look for naturally occurring patterns and relationships	steel, poles, north pole, south pole
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