

SCIENCE CURRICULUM– YEAR 3

THEME	KNOWLEGDE	SCIENTIFIC INVESTIGATION SKILLS
Plants	<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>Investigate the way in which water is transported within plants</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p><u>Planning & Communication</u> Use pictures, writing, diagrams and tables as directed by their teacher</p> <p>Use simple texts, directed by the teacher, to find information record their observations in written, pictorial and diagrammatic forms</p> <p>Select the appropriate format to record their observations</p>
Animal including Humans	<p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><u>Investigation & Observing</u> Put forward own ideas about how to find the answers to questions</p> <p>Recognise the need to collect data to answer questions carry out a fair test with support</p> <p>Recognise and explain why it is a fair test</p> <p>With help, pupils begin to realise that scientific ideas are based on evidence</p>
Rocks	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p><u>Observing & Recording</u> Make relevant observations</p> <p>Measure using given equipment</p> <p>Select equipment from a limited range</p>

<p>Light</p>	<p>Recognise that they need light in order to see things and that dark is the absence of light</p> <p>Notice that light is reflected from surfaces</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>Find patterns in the way that the size of shadows change</p>	<p><u>Considering Evidence and Evaluating</u></p> <p>Begin to offer explanations for what they see and communicate in a scientific way what they have found out</p> <p>Begin to identify patterns in recorded measurements</p> <p>Suggest improvements in their work</p> <p>Evaluate their findings</p>
<p>Forces & Magnets</p>	<p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>Describe magnets as having 2 poles</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	