



### Science Year 3

Working scientifically	Rocks	Plants	Animals, including humans	Light	Forces and magnets
<ul style="list-style-type: none"> <li>• asking relevant questions and using different types of scientific enquiries to answer them</li> <li>• setting up simple practical enquiries, comparative and fair tests</li> <li>• making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> </ul>	<ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• recognise that soils are made from rocks and organic matter.</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>• find patterns in the way that the</li> </ul>	<ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as</li> </ul>

<ul style="list-style-type: none"> <li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>▪ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>▪ using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>		dispersal.		size of shadows change.	<p>having two poles</p> <ul style="list-style-type: none"> <li>▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>
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