
Year 3

Units

Progression in learning

Plants	<ul style="list-style-type: none">• (K) Identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers• (K) Explore the part flowers play in a flowering plants life cycle, including: pollination, seed formation and seed dispersal• (K) Explain the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow) and how they vary between plants• (K) Know the way in which water is transported between plants• (WS) Follow and set up a simple practical procedure, making predictions, observation over time• (WS) Identify and classify, use of secondary data, fair tests and variables, repeats and averages• (WS) Make scaffolded conclusions based on evidence, presenting information, evaluation and repeatability.
Rocks and Soils	<ul style="list-style-type: none">• (K) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties• (K) Describe in simple terms how fossils are formed when things that have lived are trapped within rock• (K) Recognise that soils are made from rocks and organic matter• (WS) Systematic and careful observations of and classification of different types of rocks• (WS) Make predictions of crystal size• (WS) Use results to draw simple conclusions related to crystal size• (WS) Model rock formation, the rock cycle and soil and make simple conclusions using models
Light	<ul style="list-style-type: none">• (K) recognise that they need light in order to see things and that dark is the absence of light• (K) notice that light is reflected from surfaces• (K) recognise that light from the sun can be dangerous and that there are ways to protect their eyes• (K) recognise that shadows are formed when the light from a light source is blocked by an opaque object• (K) find patterns in the way that the size of shadows change• (WS) Observe how light travels when it meets different objects• (WS) Classify objects as good or poor reflectors of light• (WS) Carry out comparative testing to Investigate shadow length• (WS) Calculate accurate measurements of averages• (WS) Construct a bar chart to record findings• (WS) Make systematic and careful observations of the sun, safely• (WS) Set up a simple practical enquiry - construct a telescope
Animals including Humans	<ul style="list-style-type: none">• (K) 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• (K) Identify that humans and some other animals have skeletons and muscles for support, protection and movement• (WS) Make predictions• (WS) Make systematic and careful observations using simple equipment• (WS) Set up a comparative test and evaluate vitamin C experiment as practical enquiry• (WS) Predict and make careful observations - chicken bone experiment as practical enquiry• (WS) Make careful observation of animal skeleton cookie• (WS) Model muscles and bones
Magnets and Forces	<ul style="list-style-type: none">• (K) Compare how things move on different surfaces• (K) Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance• (K) Observe how magnets attract or repel each other and attract some materials and not others• (K) 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• (K) Describe magnets as having 2 poles• (K) Predict whether 2 magnets will attract or repel each other, depending on which poles are facing

- **(WS)** Make careful observations of and model making a tornado
- **(WS)** Set up comparative testing of friction investigation, magnetic behaviour/materials/strength,
- **(WS)** Model making a compass
- **(WS)** Experimental design magnet assessment

The Bee Project

- **(K)** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- **(K)** 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
- **(K)** identify that humans and some other animals have skeletons and muscles for support, protection and movement
- **(WS)** Explore, talk about, test and develop ideas about everyday phenomena,
- **(WS)** Model, observe changes over time, pattern-seeking
- **(WS)** Find things out using secondary sources of information
- **(WS)** Set up comparative testing – crystallised honey,
- **(WS)** Record findings by constructing a bar chart
- **(WS)** Draw simple conclusions and use scientific language
- **(WS)** Evaluate and suggest improvements