



Paganel Primary School Curriculum Planning – science

Year 3

Topics:

- Rocks
- Light
- Plants
- Animals including humans
- Forces and magnets

National Curriculum Skills and Knowledge:

Science	Knowledge and Understanding	Autumn	Spring	Summer	Skills	Autumn	Spring	Summer
Rocks	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties				asking relevant questions and using different types of scientific enquiries to answer them			
	describe in simple terms how fossils are formed when things that have lived are trapped within rock				setting up simple practical enquiries, comparative and fair tests			
	recognise that soils are made from rocks and organic matter				making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers			
Light	recognise that they need light in order to see things and that dark is the absence of light				gathering, recording, classifying and presenting data in a variety of ways to help in answering questions			
	notice that light is reflected from surfaces				recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables			
	recognise that light from the sun can be dangerous and that there are ways to protect their eyes				reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			
	recognise that shadows are formed when the light from a light source is blocked by an opaque object				using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions			
	find patterns in the way that the size of shadows change							
Plants	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers							
	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							
	investigate the way in which water is transported within plants							
	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal							

Animals including humans	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				
	identify that humans and some other animals have skeletons and muscles for support, protection and movement				
Forces and Magnets	compare how things move on different surfaces				
	notice that some forces need contact between 2 objects, but magnetic forces can act at a distance				
	observe how magnets attract or repel each other and attract some materials and not others				
	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				
	describe magnets as having 2 poles				
	predict whether 2 magnets will attract or repel each other, depending on which poles are facing				