

Science : Year 3

Working Scientifically

Through the year, the children will use the following practical scientific methods, processes and skills:

asking relevant questions and using different types of scientific enquiries to answer them

setting up simple practical enquiries, comparative and fair tests

making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

identifying differences, similarities or changes related to simple scientific ideas and processes

using straightforward scientific evidence to answer questions or to support their findings.

Autumn Term – Food and our bodies Rocks,

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.

Autumn Term – Light and Shadows

recognise that they need light in order to see things and that dark is the absence of light

notice that light is reflected from surfaces

recognise that light from the sun can be dangerous and that there are ways to protect their eyes

recognise that shadows are formed when the light from a light source is blocked by a solid object

find patterns in the way that the size of shadows change.

Spring Term - Forces and Magnets

compare how things move on different surfaces

notice that some forces need contact between two 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 two poles

predict whether two magnets will attract or repel each other, depending on which poles are facing.

Spring Term – How does your garden grow?

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.

Summer Term – Soils and Fossils

compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

describe in simple terms how fossils are formed when things that have lived are trapped within rock

recognise that soils are made from rocks and organic matter.

Summer Term – The Nappy Challenge

This final topic focuses on developing scientific skills within a practical context