

Yearly Science

Year Group: 3

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<p>What is a skeleton and what is it for? What do the different parts of a plant do? Can you see in the dark? What's in a rock? How fast does a toy car move?</p>	<p>What do animals, including humans need to grow well? What do plants need to grow well? How can light be reflected? How are fossils formed? Is all metal magnetic?</p>	<p>Do all animals have the same type of skeleton? How long is my shadow? Why do magnets attract and repel? How far can a seed travel?</p>
<p><u>Plants</u> Plants Identify and describe 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.</p>	<p><u>Plants</u> Investigate the way in which water is transported within plants.</p>	<p><u>Plants</u> Explore the part that plants play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>
<p><u>Animals, Including humans</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p><u>Animals, Including humans</u> 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><u>Animals, Including humans</u> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>
<p><u>Rocks and Soils</u> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p>	<p><u>Rocks and Soils</u> Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	<p><u>Rocks and Soils</u> Recognise that soils are made from rocks and organic matter.</p>
<p><u>Light</u> Recognise that they need light in order to see things and that dark is the absence of light.</p>	<p><u>Light</u> 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.</p>	<p><u>Light</u> Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change.</p>
<p><u>Forces and Magnets</u> Compare how things move on different surfaces. Notices that some forces need contact, between two objects, but magnetic forces can act at a distance.</p>	<p><u>Forces and Magnets</u> 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.</p>	<p><u>Forces and Magnets</u> Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>