

## • Science: Year 3

### National Curriculum links:

- 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.
- 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.
- 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 an opaque object
- find patterns in the way that the size of shadows change.
- 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

### Sequence of lessons:

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
<u>Rocks and soil</u>	<u>Forces- Magnets</u>	<u>Movement and nutrition</u>	<u>Light and shadow</u>	<u>Plants: Plant reproduction</u>	<u>Making connections: Does hand span affect grip strength?</u>
Rocks: Appearance	Pushes, pulls and twists	Skeletons	Sources of light	Plant growth	Investigating grip strength- Planning
Rocks: Physical properties	Friction	Bones in our body	What is reflection	Structure and function	Investigating grip strength- Gathering data

Fossil formation	Investigating friction	Muscles and movement	Where do shadows come from?	Transporting water	Investigating grip strength- Analysing, concluding and evaluating
Fossils and palaeontology	Magnets	Eating for survival	Shadows throughout the day	Flowers	Investigating grip strength- Extending
Soil formation	Investigating magnet strength	Nutrient groups	Investigate shadows	Evaluating an enquiry	Investigating grip strength- Presenting
Soil layers and earthworms	Uses of magnets	Balanced diets	Using light and shadows	Seed dispersal	

Key vocabulary:

Force	Magnet	Attract and Repel	Magnetic material
Light	Dark	Shadow	Reflect
Photosynthesis	Seed dispersal	Pollination	Fruit
Rock	Stone	Fossil	Nutrient
Vitamin	Skeleton	Muscle	Joint