

Science Planning For Year 3

<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<p>Rocks (any term)</p> <ul style="list-style-type: none"> 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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources 	<p>Animals including humans (any term)</p> <ul style="list-style-type: none"> 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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources 	<p>Plants(ideally split through year to make most of growing time (Spring 2 or Summer 1 and then dispersal time Summer2 or Autumn 1)</p> <ul style="list-style-type: none"> 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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources 	<p>Light (Summer Term best)</p> <ul style="list-style-type: none"> 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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources 	<p>Forces and magnets (long term as a lot to cover)</p> <ul style="list-style-type: none"> 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. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources 	

Working Scientifically (PoS+Overview)

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- Ask their own questions about what they observe
- Make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including: observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources
- 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 dataloggers
- 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.
- Draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Additional overview comments

- To enable pupils to broaden their scientific view of the world around them
- Exploring, talking about, testing and developing ideas about everyday phenomena and beginning to develop their ideas about functions, relationships and interactions between living things and familiar environments.
- Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.