



EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



YEAR GROUP	3
SUBJECT	Science
KEY VOCABULARY	<p>dark, dull, bright, very bright, brighter, duller, and darker, brightest, dullest, and darkest</p> <p>Opaque, translucent, transparent</p> <p>Shadow – block, absence of light</p> <p>Reflect – bounce, mirror, reflection, light source, Sun – sunset, sunrise, position</p> <p>Magnets – bar and horseshoe, Attract, repel, North and south poles, Magnetic, Magnetic field,</p> <p>Names of rocks – Chalk, limestone, granite, basalt, sandstone, flint, slate, shale, marble</p> <p>Types of rock – Sedimentary, metamorphic, igneous</p> <p>Types of minerals – Calcite, feldspar, topaz, diamond, talc, corundum</p> <p>Properties of rocks – Hard/soft, permeable/impermeable</p> <p>Processes – Heat, pressure, erosion, transportation, deposition, melt, solidify</p> <p>Size of rocks – Grain, pebbles</p> <p>Rock describing words – Crystals, layers</p> <p>Early areas of land – Gondwana, Pangea</p> <p>Land formations – Plates, volcanoes, mountains, valleys</p> <p>Trees - deciduous, evergreen, ash, birch, beech, rowan, common lime, oak, sweet chestnut, horse chestnut, apple, willow, sycamore, fir, pine , holly, etc</p> <p>Wild flowering plants - cleavers, coltsfoot, daisy, dandelion, garlic mustard, mallow, mugwort, plantain, red clover, self heal, shepherd’s purse, sorrel, spear thistle, white campion, white deadnettle and yarrow.</p> <p>Garden plants – crocus, daffodil, bluebells, etc</p> <p>Parts of plants – roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs and twigs</p> <p>Parts of a flower – petal, stamen (anther + filament), carpel (stigma + style + ovary + ovule)</p> <p>Processes – pollination, fertilisation, germination</p> <p>Nutrition, Diet, Vitamins, minerals, fats, proteins and carbohydrates</p> <p>Functions of skeletons – protect, support and aid movement</p>



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END POINTS KNOWLEDGE

Light

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

I know that light is reflected from surfaces

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

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

I know how to find patterns in the way that the sizes of shadows change.

Forces and Magnets

I know how to compare how things move on different surfaces

I know that some forces need contact between two objects, but magnetic forces can act at a distance

I know how to observe magnets attract or repel each other and attract some materials and not others

I can 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

I know how to describe magnets as having two poles

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

Rocks and Soils

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

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

o Recognise that soils are made from rocks and organic matter.

Plants

I know how to identify and describe the functions of different parts of plants; roots, stem, leaves and flowers.

I know how to 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.

I know how to investigate the ways in which water is transported within plants.



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I know how to explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals including humans

I know how to 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

I know how to identify that humans and some animals have skeletons and muscles for support, protection and movement.

IT HELPS IF I ALREADY KNOW

ANIMAL INC HUMANS (year 2)

I know that animals, including humans, have offspring which grow into adults

I know the basic stages in a life cycle for animals, including humans.

I can find out and describe the basic needs of animals, including humans, for survival (water, food and air).

I know the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

MATERIALS (year 2)

I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.

I know how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

PLANTS (year 2)

I know how seeds and bulbs grow into mature plants and can observe & describe these over time.

I know how plants need water, light and a suitable temperature to grow and stay healthy.



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FORCES

I know what a force is and can talk about the effect of them. (Space with Beegu)