





























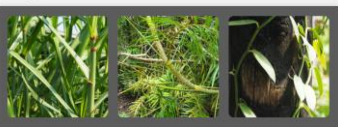








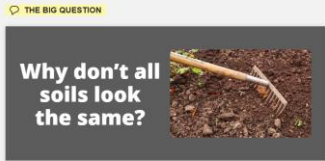
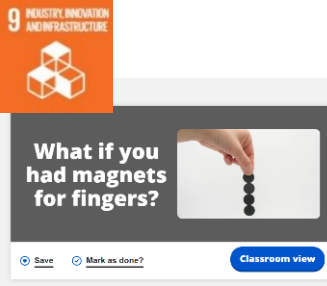

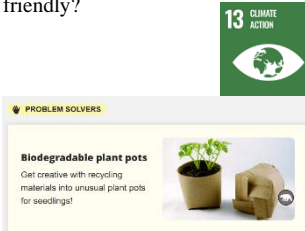


# Year 3

Autumn Term		Spring Term		Summer Term	
Tribal Tales	The Iron Man	Local History	Europe	Espana!	Plants of the World
Rocks	Forces and Magnets	Animals including Humans	Light	Light/Plants	Plants
<p><b>Lesson 1</b> LO: <u>To group objects and living things in different ways.</u> WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <b>Enquiry:</b> How can the collection of rocks be sorted?</p> 	<p><b>Lesson 1 DE</b> LO: <u>To identify different types of forces</u> WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <b>Enquiry:</b> Are there more push or pull forces around school?</p> 	<p><b>Lesson 1 DE</b> LO: <u>To identify and classify different foods into their food groups.</u> WS: <b>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</b> <b>Enquiry:</b> <b>How can we group the food we eat?</b></p> <p><b>ODD ONE OUT</b></p> <p><b>What's for dinner?</b></p> 	<p><b>Lesson 1: DE</b> LO: <u>Identify the difference between light sources and non-light sources</u> WS: Using straightforward scientific evidence to answer questions or to support their findings <b>Enquiry:</b> What is the difference between natural and artificial sources of light?</p> 	<p><b>Light</b> <b>Lesson 1 (DE6)</b> LO: <u>Investigate how you can change the size of a shadow</u> WS: Using the senses and taking measurements, using a range of equipment, to make observations about a scientific enquiry. <b>Enquiry:</b> How can we change the size of a shadow, and why does it change?</p> <p><b>ODD ONE OUT</b></p> <p><b>Shadow fun</b></p> 	<p><b>Lesson 1 (DE 3)</b> LO: <u>Investigate the way in which water is transported within plants</u> WS: Using the senses and taking measurements, using a range of equipment, to make observations about a scientific enquiry. <b>Enquiry:</b> Which part of the plant enables water to enter the plant?</p> <p><b>WHAT'S GOING ON?</b></p> <p><b>Water colours</b></p> 
<p><b>Lesson 2</b> LO: <u>To group together different kinds of rocks on the basis of their physical properties.</u> WS: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions <b>Enquiry:</b> Are all rocks the same?</p> <p><b>ODD ONE OUT</b></p> <p><b>Useful rocks</b></p> 	<p><b>Lesson 2 DE</b> LO: <u>Compare how things move on different surfaces</u> WS: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables WS: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units <b>Enquiry:</b> Which surface is better for the toy car to travel on?</p> 	<p><b>Lesson 2: DE</b> LO: <u>Understand that food labels give in depth information about the different food groups within a product</u> WS: Using straightforward scientific evidence to answer questions or to support their findings <b>Enquiry:</b> How can we use nutrition labels to decide whether a food is healthy or an occasional treat?</p> <p><b>ODD ONE OUT</b></p> <p><b>Fuel up</b></p> 	<p><b>Lesson 2 DE</b> LO: <u>To understand that sunlight can damage our skin and our eyes</u> WS: Reporting on findings from enquiries, including oral and written explanations <b>Enquiry:</b> Is the sun dangerous? <b>Enquiry:</b> Is the Sun the same brightness all day?</p> <p><b>ODD ONE OUT</b></p> <p><b>In the shade</b></p> 	<p><b>Lesson 2</b> LO: <u>Understand how light and shadows interact with the environment and explain how shadows influence natural habitats and the well-being of plants and animals.</u> WS: Identifying relationships between shadow movement, energy consumption, and habitat preservation. <b>Enquiry:</b> How can understanding light and shadows help us use energy responsibly and protect natural habitats?</p> <p><b>HAVE YOU EVERY?</b></p> <p><b>Have you ever had to move position because of a shadow?</b></p> 	<p><b>Lesson 2 (DE 4)</b> LO: <u>Explore the part that flowers play in the life cycle of flowering plants.</u> WS: Using information from a variety of sources to answer scientific questions. <b>Enquiry:</b> What role do flowers play in the life cycle of flowering plants?</p> <p><b>ODD ONE OUT</b></p> <p><b>What is inside flowers?</b></p> 
				<p><b>SDG 15 - Life on Land:</b> Understanding the movement of shadows in natural environments can help in planning and preserving habitats for plants and animals that rely on specific lighting conditions.</p>	

<p><b>Lesson 3</b> LO: To understand how rocks are formed. WS: Reporting on findings from enquiries, including oral and written explanations <b>Enquiry:</b> How are rocks formed?</p> 	<p><b>Lesson 3 DE</b> LO: To explore different types of magnets and to describe magnets as having two poles WS: Setting up simple practical enquiries and comparative and fair tests <b>Enquiry:</b> Depending on which poles are facing, which of the following magnets will attract or repel each other?</p> 	<p><b>Lesson 3:</b> LO: To understand that we need the right amount of nutrients. WS: Asking relevant questions and using different types of scientific enquiries to answer them <b>Enquiry:</b> How does the amount of nutrients we get affect our health, and what happens when we have too little or too much of certain nutrients?</p> 	<p><b>Lesson 3 DE</b> LO: To identify materials that are good reflectors WS: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables <b>Enquiry:</b> How can these materials be sorted?</p> 	<p><b>Lesson 3</b> <b>LIGHT ASSESSMENT DE TEST</b></p>	<p><b>Lesson 3 (DE5)</b> LO: Understand the pollination process and the ways in which seeds are dispersed WS: Using information from a variety of sources to answer scientific questions. <b>Enquiry:</b> How does pollination happen, and what are the different ways seeds are dispersed?</p> 
<p><b>Lesson 5</b> LO: To explain how a fossil is created WS: Identifying differences, similarities or changes related to simple scientific ideas and processes <b>Enquiry:</b> What is a fossil and how are they formed?</p> 	<p><b>Lesson 4 DE</b> LO: To compare and group materials based on their magnetic properties WS: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables <b>Enquiry:</b> Are all materials magnetic?</p> 	<p><b>Lesson 4 DE</b> LO: Learn about the different types of skeletons WS: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions <b>Enquiry:</b> How do the skeletons of different animals compare?</p> 	<p><b>Lesson 4 DE</b> LO: Understand that the size of a shadow changes when it is moved further from the light WS: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables <b>Enquiry:</b> Which objects form the best shadow?</p> 	<p><b>Plants</b> <b>Lesson 4 (DE 1)</b> LO: Plan and set up an experiment that compares the effect of different factors on the growth of a plant WS: Asking relevant questions that can be answered from their learning of scientific concepts. <b>Enquiry:</b> How do different factors affect the growth of a plant?</p> 	<p><b>Lesson 4 (DE6)</b> <b>Revisit Experiment from lesson 1</b> LO: Compare the effect of different factors on plant growth WS: Identifying patterns and looking for relationships to make links between scientific concepts. <b>Enquiry:</b> How do different factors affect the growth of a plant?</p> 
<p><b>Lesson 6</b> LO: Use information from secondary sources to help answer a question. WS: Using straightforward scientific evidence to answer questions or to support their findings <b>Enquiry:</b> Who is Mary Anning? <b>WHO IS?</b> </p> 	<p><b>Lesson 5 DE</b> LO: To observe how magnetic forces act at a distance WS: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units WS: Using a range of equipment <b>Enquiry:</b> Does the size and shape of a magnet affect how strong it is?</p> 	<p><b>Lesson 5 DE</b> LO: To identify that humans and some other animals have skeletons and muscles for support, protection and movement WS: Identifying differences, similarities or changes related to simple scientific ideas and processes <b>Enquiry:</b> Why do we have skeletons? <b>ODD ONE OUT</b> <b>Funny bones</b> </p> 	<p><b>Lesson 5 DE</b> LO: Investigate how shadows change throughout the day. WS: Using tables, a variety of graphs, labelled diagrams and models to record observations, measurements, results and findings. <b>Enquiry:</b> How and why do shadows change in size, shape, and direction throughout the day? <b>ODD ONE OUT</b> <b>In the shadows</b> </p> 	<p><b>Lesson 5 (DE 2)</b> LO: Describe the functions of different parts of a flowering plant and how they are used in photosynthesis WS: Using information, results and data to present findings, including oral and written explanations. <b>Enquiry:</b> What is inside flowers? <b>ODD ONE OUT</b> <b>Useful parts of plants: rattan, sugar cane, vanilla</b> </p> 	<p><b>Lesson 5</b> LO: To understand the role of science and innovation in addressing global challenges such as droughts and food security. WS: Researching using simple sources (books, videos, teacher-provided information). <b>Enquiry:</b> Who is Kiara Nirghin? <b>WHO IS?</b>  <b>SDG 15 - Life on Land:</b> Kiara's invention supports healthy soil and plant growth, contributing to biodiversity.</p> 
<p><b>Lesson 7:</b> LO: To understand what soils are and what they are made of. WS: Reporting on findings from enquiries, including oral and written explanations, displays or</p> 	<p><b>Lesson 6 DE</b> LO: To research the everyday uses of magnets WS: Carry out independent research and record findings using labelled diagrams and scientific terms.</p> 	<p><b>Lesson 6</b> LO: Understand how scientific discoveries impact our daily lives. WS: Developing curiosity about how science helps solve real-world problems.</p> 	<p><b>Lesson 6</b> LO: Conduct simple research using provided resources and present their findings. WS: Researching using simple sources (books, videos, teacher-provided information).</p> 		<p><b>Lesson 6</b> LO: To design and create biodegradable plant pots from recycled materials, fostering creativity and problem-solving.</p> 

<p><b>presentations of results and conclusions</b>  <b>Enquiry:</b> What are soils?</p> 	<p><b>Enquiry:</b> What are magnets used for?</p> 	<p><b>Enquiry:</b> How do scientific discoveries impact our lives?</p>  <p><b>Wilhelm Rontgen and Nina Tandon</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Learn about Wilhelm Röntgen and his discovery of X-rays.</li> <li><input type="checkbox"/> Explore the work of Nina Tandon in tissue engineering.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recording findings in a structured way (fact files, posters, short presentations).</li> </ul> <p><b>Enquiry:</b> How have scientists like Justus von Liebig and Nicky Fox helped us understand light and shadows?</p> <p><b>Scientists Covered:</b>  <b>Justus von Liebig (1803–1873)</b> – Developed the silvered glass mirror, which improved the study of light reflection.  <b>Nicky Fox</b> – A space scientist who researches solar activity, which affects light on Earth.</p>		<p><b>WS:</b> Plan, design, and test solutions to a real-world problem by using available materials.  <b>Enquiry:</b> How can we design a biodegradable plant pot that is both functional and environmentally friendly?</p> 
<p><b>Assessment</b>  Test from Developing Experts/Grammarsaurus</p>	<p><b>Assessment</b>  Test from Developing Experts/Grammarsaurus</p>	<p><b>Assessment</b>  Test from Developing Experts/Grammarsaurus</p>	<p><b>Assessment</b>  Test from Developing Experts/Grammarsaurus</p>	<p><b>Assessment Test DE</b></p>	<p>Test from Developing Experts/Grammarsaurus</p>