Year 3 Science Programme of Study 2019- 2020

	Working Scientifically									Plants				Animals including humans		Rocks			Light					Forces and magnets					
Science Topics	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**1**	**2**	**3**	**4**	**1**	**2**	**1**	**2**	**3**	**1**	**2**	**3**	**4**	**5**	**1**	**2**	**3**	**4**	**5**	**6**
How far can you throw your shadow?	✓	✓	✓	✓	✓	✓	✓	✓	✓										✓	✓	✓	✓	✓						
What do rocks tell us about the way the Earth was formed?	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓											
What makes plants and flowers grow and flourish?	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓																
Additional Science Units: These ae taught discretely to ensure full coverage of the Science National Curriculum																													
What's the attraction?	✓	✓	✓	✓	✓	✓	✓	✓	✓															✓	✓	✓	✓	✓	✓
How can Usain Bolt move so quickly?	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓														

Working Scientifically

1. asking relevant questions and using different types of scientific enquiries to answer them
2. setting up simple practical enquiries, comparative and fair tests
3. making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
4. gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
5. recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
6. reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
7. using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
8. identifying differences, similarities or changes related to simple scientific ideas and processes

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9. using straightforward scientific evidence to answer questions or to support their findings

Plants

1. identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
2. 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
3. investigate the way in which water is transported within plants
4. explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals including humans

1. 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
2. identify that humans and some other animals have skeletons and muscles for support, protection and movement

Rocks

1. compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
2. describe in simple terms how fossils are formed when things that have lived are trapped within rock
3. recognise that soils are made from rocks and organic matter.

Light

1. recognise that they need light in order to see things and that dark is the absence of light
2. notice that light is reflected from surfaces
3. recognise that light from the sun can be dangerous and that there are ways to protect their eyes
4. recognise that shadows are formed when the light from a light source is blocked by an opaque object
5. find patterns in the way that the size of shadows change.

Forces and magnets

1. compare how things move on different surfaces
2. notice that some forces need contact between two objects, but magnetic forces can act at a distance
3. observe how magnets attract or repel each other and attract some materials and not others
4. 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
5. describe magnets as having two poles
6. predict whether two magnets will attract or repel each other, depending on which poles are facing.