

SCIENCE YEAR 3 SCHEME OF WORK

Statutory requirements (National Curriculum)	Suggested activities		
	Autumn Term	Spring Term	Summer Term
<p>Plants</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>Dye in water to see how the stem transports water to the rest of the plant – use celery/carnations.</p> <p>Experiment by growing plants in different conditions to see effect – cold, warm, light, dark, no water.</p> <p>Dissection of flowers and labelling the different parts.</p> <p>Sorting seeds for types of seed dispersal.</p>		
<p>Animals including humans</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>To know the main function of the human skeleton</p> <p>Group and sort animals with and without skeletons</p> <p>To know why we have muscles and can name different muscles</p> <p>Children to complete their own food pyramid for the different food groups. A healthy lifestyle.</p>		

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<p><u>Rocks and Soils</u></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>Grouping and comparing rocks.</p> <p>Using drama to show how rocks form</p> <p>Using play dough to create sedimentary rocks</p> <p>Observational drawings of rocks.</p> <p>The rock cycle</p> <p>A permeable investigation. Which rocks dissolve in water (Link to geography White Cliffs of Dover)</p> <p>Using play dough to show how fossils are formed</p>
<p><u>Light</u></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 an opaque object • find patterns in the way that the size of shadows change 	<p>Investigate different objects to see if they reflect light.</p> <p>Understand that some light sources are man-made and some are natural.</p> <p>Sort objectives into transparent, opaque and translucent</p> <p>What a shadow is and how they are formed</p>

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Forces and Magnets

- notice that some forces need contact between 2 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 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing
- compare how things move on different surfaces

Look at examples of push and pull forces.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. Magnetic and non-magnetic objects.

Experiments to see whether the size of a magnet effects its strength.

Using a bar chart to present data.

Using cars and different surfaces to explore friction.