Science
Year 3 Scheme of Work

Statutory requirements (National Curriculum)	Suggested activities Autumn Term Spring Term Summer Term
Plants • 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	Dye in water to see how the stem transports water to the rest of the plant – use celery/carnations. Experiment by growing plants in different conditions to see effect – cold, warm, light, dark, no water. Dissection of flowers and labelling the different parts. Sorting seeds for types of seed dispersal.

<u>Animals including humans</u> • 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.	To know the main function of the human skeleton Group and sort animals with and without skeletons To know why we have muscles and can name different muscles Children to complete their own food pyramid for the different food groups. A healthy lifestyle.
<u>Rocks and Soils</u> • 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	Grouping and comparing rocks. Using drama to show how rocks form Using play dough to create sedimentary rocks Observational drawings of rocks. The rock cycle A permeable investigation. Which rocks dissolve in water (Link to geography White Cliffs of Dover) Using play dough to show how fossils are formed
<u>Light</u> • recognise that they need light in order to see things and that dark is the absence of light	Investigate different objects to see if they reflect light. Understand that some light sources are man-made and some are natural. Sort objectives into transparent, opaque and translucent

• 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	What a shadow is and how they are formed
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.