



Marston Moreteyne VC School Science Curriculum Year Three Overview

Working Scientifically	Plants	Animals (including humans)
<ul style="list-style-type: none"> • I can ask relevant questions and using different types of scientific enquiries to answer them • I can set up simple practical enquiries, comparative and fair tests • I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • I can gather, recording, classifying and presenting data in a variety of ways to help in answering questions • I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • I can identify differences, similarities or changes related to simple scientific ideas and processes • I can use straightforward scientific evidence to answer questions or to support my findings. 	<ul style="list-style-type: none"> • I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • I can 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 can investigate the way in which water is transported within plants • I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<ul style="list-style-type: none"> • I can 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 can identify that humans and some other animals have skeletons and muscles for support, protection and movement. • I can understand and explain how exercise affects the body (Part of PE lessons)
	<h3>Rocks</h3>	<h3>Forces & Magnets</h3>
<h3>Light</h3>	<ul style="list-style-type: none"> • I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties-sedimentary, igneous and metamorphic. • I can describe in simple terms how fossils are formed when things that have lived are trapped within rock • I can recognise that soils are made from rocks and organic matter. 	<ul style="list-style-type: none"> • I can compare how things move on different surfaces • I can notice that some forces need contact between two objects, but magnetic forces can act at a distance • I can observe how 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 can describe magnets as having two poles • I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
<ul style="list-style-type: none"> • I can recognise that they need light in order to see things and that dark is the absence of light • I can notice 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 can recognise that shadows are formed when the light from a light source is blocked by a solid object • I can find patterns in the way that the size of shadows change. 		

