Year 3 Term 1	Year 3 Term 2	Year 3 Term 3	Year 3 Term 4	Year 3 Term 5
Plants	Rocks	Light	Forces and magnets	Animals including humans
<mark>Preteach – What do I already know</mark>	<mark>Preteach – What do I already know</mark>	<mark>Preteach – What do I already know</mark>	<mark>Preteach – What do I already know</mark>	Preteach – What do I alreac
about plants?	about rocks and soil?	about light?	about forces and magnets?	about nutrition and the hur
				skeleton?
Lesson 1 – Can I explain how I know	Lesson 1 – How could I group	Lesson 1 – How are shadows made?	Lesson 1 – Do different objects	
a plant is a living thing?	together different types of rock?	Recognise that they need light in order to see things and that dark is the absence of light.	move the same or differently on	Lesson 1 – What do living th
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk,	Compare and group together different kinds of rocks on the basis of their appearance and simple	Recognise that shadows are formed when the	different surfaces?	need to be healthy?
leaves and flowers.	physical properties.	light from a light source is blocked by an opaque	Compare how things move on different surfaces. Setting up simple practical enquiries, comparative	Identify that animals, including human right types and amount of nutrition, ar
Classify a range of common plants according to many criteria (environment found, size, climate	Begin to relate the properties of rocks with their	object. Explain why lights need to be bright or dimmer	and fair tests.	cannot make their own food; they get
required, etc.).	uses.	according to need.		from what they eat.
	Lesson 2 – What are the different		Lesson 2 – Do all forces need	Lesson 2 – Why do different
Lesson 2 – What is the function of	types of rock?	Lesson 2 – 3 – How can we change	contact between two objects? Notice that some forces need contact between	animals have different diets
the roots in a flowering plant? Identify and describe the functions of different	Compare and group together different kinds of	the size of a shadow?	two objects, but magnetic forces can act at a	Identify that animals, including human
parts of flowering plants: roots, stem/trunk,	rocks on the basis of their appearance and simple physical properties.	(Formal investigation write up) Recognise that shadows are formed when the	distance.	right types and amount of nutrition, ar cannot make their own food; they get
leaves and flowers.	Classify igneous and sedimentary rocks.	light from a light source is blocked by an opaque	Lesson 2. A. How does a magnet	from what they eat.
Investigate the way in which water is transported within plants.	Lesson 3 – 4 – Which rocks are the	object.	Lesson 3 – 4 - How does a magnet	
	hardest?	Find patterns in the way that the size of shadows change.	attract and repel? (Formal investigation write up)	Lesson 3 – What nutrition d
Lesson 3 – 4 – What do plants need	(Formal investigation write up)	Explain why their shadow changes when the light	Observe how magnets attract or repel each other	humans need and why?
to be healthy?	Compare and group together different kinds of	source is moved closer or further from the object. Asking relevant questions and using different	and attract some materials and not others.	Identify that animals, including human right types and amount of nutrition, ar
(Formal investigation write up)	rocks on the basis of their appearance and simple	types of scientific enquiries to answer them.	Investigate the strengths of different magnets and find fair ways to compare them.	cannot make their own food; they get
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and	physical properties. Asking relevant questions and using different	Setting up simple practical enquiries, comparative and fair tests.	Asking relevant questions and using different	from what they eat.
room to grow) and how they vary from plant to	types of scientific enquiries to answer them.	And fair tests. Making systematic and careful observations and,	types of scientific enquiries to answer them.	Lesson 4 – What is the func
plant. Asking relevant questions and using different	Setting up simple practical enquiries, comparative and fair tests.	where appropriate, taking accurate	Setting up simple practical enquiries, comparative and fair tests.	the skeleton?
types of scientific enquiries to answer them.	Making systematic and careful observations and,	measurements using standard units, using a range of equipment, including thermometers and data	Making systematic and careful observations and,	Identify that humans and some other a
Setting up simple practical enquiries, comparative	where appropriate, taking accurate	loggers.	where appropriate, taking accurate measurements using standard units, using a range	have skeletons and muscles for suppor Explain how the muscular and skeletal
and fair tests. Making systematic and careful observations and,	measurements using standard units, using a range of equipment, including thermometers and data	Gathering, recording, classifying and presenting data in a variety of ways to help in answering	of equipment, including thermometers and data	work together to create movement.
where appropriate, taking accurate	loggers.	questions.	loggers. Gathering, recording, classifying and presenting	
measurements using standard units, using a range of equipment, including thermometers and data	Gathering, recording, classifying and presenting data in a variety of ways to help in answering	Recording findings using simple scientific	data in a variety of ways to help in answering	Lesson 5 – How do muscles Identify that humans and some other a
loggers.	questions.	language, drawings, labelled diagrams, keys, bar charts. and tables.	questions.	have skeletons and muscles for suppor
Gathering, recording, classifying and presenting data in a variety of ways to help in answering	Recording findings using simple scientific	Record and present what they have found using	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar	Explain how the muscular and skeletal
questions.	language, drawings, labelled diagrams, keys, bar charts, and tables.	scientific language, drawings, labelled diagrams, bar charts and tables.	charts, and tables.	work together to create movement.
Recording findings using simple scientific	Record and present what they have found using	Reporting on findings from enquiries, including	Record and present what they have found using scientific language, drawings, labelled diagrams,	Lesson 6 – Do people with t
language, drawings, labelled diagrams, keys, bar charts, and tables.	scientific language, drawings, labelled diagrams, bar charts and tables.	oral and written explanations, displays or	bar charts and tables.	longest leg length jump the
Reporting on findings from enquiries, including	Reporting on findings from enquiries, including	presentations of results and conclusions. Using results to draw simple conclusions, make	Reporting on findings from enquiries, including oral and written explanations, displays or	furthest?
oral and written explanations, displays or presentations of results and conclusions.	oral and written explanations, displays or presentations of results and conclusions.	predictions for new values, suggest improvements	presentations of results and conclusions.	(Formal investigation write
Using results to draw simple conclusions, make	Explain their findings in different ways (display,	and raise further questions. Identifying differences, similarities or changes	Using results to draw simple conclusions, make	Identify that humans and some other a
predictions for new values, suggest improvements and raise further questions.	presentation, writing).	related to simple scientific ideas and processes.	predictions for new values, suggest improvements and raise further questions.	have skeletons and muscles for suppor Explain how the muscular and skeletal
Identifying differences, similarities or changes	Using results to draw simple conclusions, make predictions for new values, suggest improvements	Using straightforward scientific evidence to answer questions or to support their findings.	Use their findings to draw a simple conclusion.	work together to create movement.
related to simple scientific ideas and processes.	and raise further questions.	answer questions of to support their monitor.	Identifying differences, similarities or changes related to simple scientific ideas and processes.	Asking relevant questions and using di
Using straightforward scientific evidence to answer questions or to support their findings.	Identifying differences, similarities or changes related to simple scientific ideas and processes.	Lesson 4 – How do mirrors work?	Using straightforward scientific evidence to	types of scientific enquiries to answer Setting up simple practical enquiries, c
	Using straightforward scientific evidence to	Notice that light is reflected from surfaces.	answer questions or to support their findings. Suggest improvements and predictions for further	and fair tests.
Lesson 5 – How is water	answer questions or to support their findings.	Lesson 5 – How do different	tests.	Making systematic and careful observation where appropriate, taking accurate
transported (moved) in plants?	Lesson 5 – How are fossils made?	amounts of light travel through		measurements using standard units, u
MOVED TO TERM 6	Lesson 5 – How are tossils made? Describe in simple terms how fossils are formed	different materials?	Lesson 5 – Which materials do	of equipment, including thermometers
Investigate the way in which water is transported within plants.	when things that have lived are trapped within	Explain the difference between transparent,	magnets attract?	loggers. Gathering, recording, classifying and p
Setting up simple practical enquiries, comparative	rock.	translucent and opaque.	Compare and group together a variety of everyday materials on the basis of whether they	data in a variety of ways to help in ans
and fair tests.	lasson 6 - What is sail made from?		are attracted to a magnet, and identify some	questions.
	Lesson 6 – What is soil made from?		magnetic materials.	

	Year 3 Term 6				
	Investigations				
<mark>idy know</mark> Iman	Learning Objectives for the term.				
things	Asking relevant questions and using different types of scientific enquiries to answer them.				
ans, need the and that they at nutrition	Setting up simple practical enquiries, comparative and fair tests.				
nt ts? ins, need the and that they it nutrition	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.				
do ans, need the and that they	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.				
t nutrition	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.				
r animals ort. <mark>al systems</mark>	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and				
s work?	conclusions.				
ort. al systems the	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.				
e up) r animals ort.	Identifying differences, similarities or changes related to simple scientific ideas and processes.				
al systems different r them. comparative	Using straightforward scientific evidence to answer questions or to support their findings.				
vations and, using a range ers and data	Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables.				
presenting Iswering	Explain their findings in different ways (display, presentation, writing).				

Year 3 science long term plan

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Lesson 6 – What happens in the life cycle of a flowering plant? Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. RESOURCES	Recognise that soils are made from rocks and organic matter.	Lesson 6 – Why is the Sun important and how can it be harmful? Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Lesson 6 – Can I describe the magnetic poles and fields on a magnet? Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Record and present what they have found using scientific language, drawings, labelled diagrams, bar charts and tables. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Use their findings to draw a simple conclusion. Identifying differences, similarities or changes related to simple scientific ideas and processes. Using straightforward scientific evidence to answer questions or to support their findings. Suggest improvements and predictions for further tests.	Use their findings to draw a simple conclusion. Suggest improvements and predictions for further tests.
Focus scientist for display: Wu	Lesson 6 plan –	Focus scientist for display: Ibn al-	Focus scientist for display: Christine	Focus scientist for display:	Focus scientist for display:
Zhengyi – top botanist in China who	schoolgardening.rhs.org.uk/Resources/	Haytham - pioneering scientific	Darden – aeronautical engineer and	<u>Rujuta Diwekar -</u> India's leading	George Washington Carver - an
published research on 1,766 new	Lesson-Plan/Soils-lesson-plan	thinker who made important	expert on sonic booms	nutrition and exercise science	American agricultural scientist and
plant populations		contributions to the understanding		expert, Rujuta Diwekar is a vocal	inventor who promoted alternative
	Focus scientist for display: Marguerite Thomas Williams – first African	of vision, optics and light.		champion of using our common	crops to cotton and methods to
	American woman to earn a doctorate			sense and un - complicating the act	prevent soil depletion. He was the
	in geology in the US.			of eating.	most prominent black scientist of the early 20th century.