## Science Year 3

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| Working Scientifically | Asking relevant questions and using different types of scientific enquiries to answer them | |
| | Setting up simple practical enquiries, comparative and fair tests | |
| | Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers | |
| | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | |
| | 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 | |
| | Identifying differences, similarities or changes related to simple scientific ideas and processes | |
| | Using straightforward scientific evidence to answer questions or to support their findings. | |
| 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 | |
| Animals, including humans | 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 | |
| Rocks | 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 | |
| Light | 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 | |

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| | 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 | |
| Forces and Magnets | Compare how things move on different surfaces | |
| | 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 | |