

Overview of Learning: Year 3 Science



Units	Summary of Learning
<p>Movement and Feeding</p>	<p>In this unit children will learn that animals including humans need the right types and amounts of nutrition to thrive and grow, and that eating the wrong types and amounts can lead to health problems. They will identify that we cannot make our own food and that we need to eat a varied diet including meat and fish, beans and lentils, fats, starchy foods, fruit and vegetables. They will construct a balanced food plate and describe what happens if we don't eat a balanced diet. Children will identify that animals have different dietary requirements and some foods that humans eat may be poisonous to animals. They will also explain the role of the muscles and skeleton and describe what would happen if we didn't have a skeleton.</p> <p>Working Scientifically, children will identify similarities and differences between themselves and other children, and look for patterns between physical attributes and ability to perform tasks.</p>
<p>Light and Shadows</p>	<p>In this unit children will explore the differences between light sources and light reflectors, and will sort these into two groups. They will be able to describe how shadows are formed and will explore the relationship between light, objects and the formation of shadows. They will explore the properties of materials that can cast shadows and use the scientific terms opaque, translucent and transparent to describe these materials. Finally children will demonstrate an understanding of the possible dangers to health that the Sun, as a strong source of light, holds for them and others.</p> <p>Working Scientifically, children will set up simple comparative and fair tests to compare materials, and they will make systematic and careful observations of shadows. They will make careful observations and measurements of shadows and record and report on their findings.</p>
<p>What Plants Need</p>	<p>In this unit children will explore what plants need to grow well. They will compare how plants grow in different soils and explore how fertilisers can be used to improve growth. Children will investigate the amount of water needed to help a leafy pot plant grow well. They will also investigate how space affects plant growth by comparing how well grass seeds grow with more or less space.</p> <p>Working Scientifically, children will set up simple comparative tests to compare the effect of soil, water, fertilisers and space on plant growth.</p>
<p>Rocks and Soils</p>	<p>In this unit children will recognise that below the surface of Earth is rock which they may not be able to see. They will understand that over time rocks have been broken down to form smaller rocks, pebbles, stones and eventually soils. They will recognise that there are different rocks and different soils which have different properties and appearances. Children will identify, name and describe different rocks. They will compare and group different rocks and soils based on appearance and properties, e.g. hardness. Children will also describe in simple terms how fossils are formed when living things have been trapped in rock. They will have the opportunity to make a model fossil and look at the work of early palaeontologists, such as Mary Anning.</p> <p>Working Scientifically, children will have the opportunity to make close observations and detailed comparisons of rocks and soils and they will investigate the appearance and some properties of rocks and soils. They will investigate how soils are formed, how animals make their habitat in soils, and the constituents of soil.</p>

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Parts of Plants	In this unit children will have learned about the parts of flowering plants. Children will have identified and named the basic parts of flowering plants and recognised and described the functions of these parts, including the function of the flower in the plant life cycle. Children will have investigated the function of roots, stems, leaves and flowers and will have researched methods of seed dispersal. In addition, children will have learned about the process of pollination. Investigative work in this unit focuses on observing and communicating ideas about plant parts and their function and using straightforward evidence from enquiries to answer questions about the functions of parts of plants.
Magnets and Forces	In this unit children explore the properties of magnets and magnetic materials. They will also be able to apply their knowledge of how things move on different surfaces to create a table top game. Working scientifically, children will investigate how toys can be grouped according to how they move. They carry out a simple investigation into the way an elastic band catapult can move a toy car. They investigate the effect of different surfaces on the movement of a sliding coin. They will have the opportunity to identify which materials are magnetic and which are not. Children will also be able to carry out an investigation to identify the strength of different magnets.