

## Year 3: Science Medium Term Plan

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| <p style="text-align: center;"><b>Autumn</b></p> | <p style="text-align: center;"><b><u>Forces</u></b></p> <p>Compare how things move on different surfaces.<br/>         Notice that some forces need contact between 2 objects.<br/>         Identify a range of different forces e.g. friction, gravity, water resistance.<br/>         Investigate how surface material affects friction.</p>  | <p style="text-align: center;"><b><u>Forces and Magnets</u></b></p> <p>Notice that magnetic forces can act at a distance.<br/>         Observe how magnets attract or repel each other and attract some materials and not others.<br/>         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.<br/>         Describe magnets as having 2 poles.<br/>         Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> |
| <p style="text-align: center;"><b>Spring</b></p> | <p style="text-align: center;"><b><u>Rocks and Fossils</u></b></p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br/>         Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br/>         Recognise that soils are made from rocks and organic matter.</p>  | <p style="text-align: center;"><b><u>Light</u></b></p> <p>Recognise that they need light in order to see things and that dark is the absence of light.<br/>         Notice that light is reflected from surfaces.<br/>         Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.<br/>         Recognise that shadows are formed when the light from a light source is blocked by an opaque object.<br/>         Find patterns in the way that the size of shadows change.</p>  |
| <p style="text-align: center;"><b>Summer</b></p> | <p style="text-align: center;"><b><u>Comparing Different Animals and Plants</u></b></p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.<br/>         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.<br/>         Investigate the way in which water is transported within plants.<br/>         Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.<br/>         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.<br/>         Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> | <p style="text-align: center;"><b><u>Teeth and Eating</u></b></p> <p>Identify the different types of teeth and their function.<br/>         Compare human and animal teeth.<br/>         Explain how tooth decay happens.<br/>         Investigate the effect of different liquids on tooth decay.</p>   |

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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.