



Year 3 Science Curriculum Overview

Based on White Rose Science Scheme (To be read alongside the National Curriculum)

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>National Curriculum</u>
<u>Year 3</u> <u>Autumn</u>	Skeletons Movement Nutrition and diet	Sustainability: Food waste Rocks	<u>Animals, including humans</u> <ul style="list-style-type: none"> 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 <u>Rocks</u> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Disciplinary knowledge (How are you teaching it?) (Skills)	<ul style="list-style-type: none"> Ask relevant questions about humans Use straightforward scientific evidence to answer questions about nutrition Identify differences, similarities or changes in the human body 	<ul style="list-style-type: none"> Make systematic and careful observations about rocks Select from a range of practical resources to gather evidence to answer questions generated by themselves or the teacher Carry out comparative and fair tests around rocks 	
Substantive knowledge (What are you teaching? /what are children learning?) (Knowledge)	<ul style="list-style-type: none"> Identify that animals, including humans, need the right type and amount of nutrition Understand that animals including humans cannot make their own food; they gain nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement 	<ul style="list-style-type: none"> Understand what food waste is and how it can be reduced Compare and group together different kinds of rocks based on their appearance and simple physical properties Test rocks for different properties Conduct a local rock survey and identify different types of rocks 	



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<u>Year 3</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>National Curriculum</u>
Spring	Fossils Soils	Light	<p>Rocks</p> <ul style="list-style-type: none"> 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 <p>Light</p> <ul style="list-style-type: none"> 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 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
<p>Disciplinary knowledge (How are you teaching it?) (Skills)</p>	<ul style="list-style-type: none"> Make systematic and careful observations about fossils Organise simple practical enquiries to test soils Record findings using simple scientific language Identify differences, similarities or changes related to simple scientific ideas and processes Draw simple conclusions about fossils 	<ul style="list-style-type: none"> Gather evidence to answer questions set by teacher and themselves about light Make careful observations about light whilst using equipment Set up simple practical enquiries Record observations and explain results 	
<p>Substantive knowledge (What are you teaching? /what are children learning?) (Knowledge)</p>	<ul style="list-style-type: none"> 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 Explain the importance of soil 	<ul style="list-style-type: none"> Recognise that light is needed in order to see things and that dark is the absence of light Understand that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the size of shadows change 	



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	<u>Summer 1</u>	<u>Summer 2</u>	<u>National Curriculum</u>
<u>Year 3</u> <u>Summer</u>	Plants A Forces Magnets	Plants B Sustainability - Biodiversity	Plants <ul style="list-style-type: none"> 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
Disciplinary knowledge (How are you teaching it?) (Skills)	<ul style="list-style-type: none"> Use prior knowledge to ask and answer questions about plants Use equipment to measure changes in plants Make observations about magnets Use equipment to test magnetic forces 	<ul style="list-style-type: none"> Communicate findings in writing about plants Identify patterns in plants Record and present evidence about plant growth Identify naturally occurring patterns Answer questions using secondary sources Record findings about plants using tables and diagrams 	
Substantive knowledge (What are you teaching? /what are children learning?) (Knowledge)	<ul style="list-style-type: none"> 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 Compare how things move on different surfaces Understand that some forces need contact between two 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 based on whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing 	<ul style="list-style-type: none"> Describe the life cycle of a flowering plant Explain the findings from plant growth Understand what biodiversity is and why it is important Know how we can increase biodiversity in our local area 	<u>Forces and magnets</u> <ul style="list-style-type: none"> 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