Year 3	Science	
	Autumn 1 topic: Rocks	Autumn 2 topic: Forces and magnets
National curriculum statements	• 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	• 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
Retrieval (to support new learning)	Geography – water cycle Plants – year1 and 2	
Knowledge statements	To group rocks based on their appearance and properties. To know that soil is made from rocks and organic material. To know how fossils are formed.	Describe contact and non-contact forces. Identify how things move on different surfaces. Compare and group objects based on magnetic attraction and relate this to the material the objects are made from. Describe the two poles of magnets and how these attract or repel.
Vocabulary	Magma, fossil, weathering, organic matter, soil	Force, friction, magnetic attraction, pole, attract, repel
Cultural capital and local resources		

Year 3	Science	
	Spring topic 2: Animals including humans	Spring Topic 2: Light
National curriculum statements	• 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	• 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
Retrieval (to support new learning)		
Knowledge statements	Describe how animals including humans need nutrition from what they eat. Identify the function of a skeleton and muscles in humans and some other animals.	Identify that light is necessary for vision and describe dark as the absence of light. Describe how light is reflected from a surface. Identify how shadows are formed and find patterns in how shadows change. Explain how sunlight can be dangerous and what steps can be taken to mitigate the danger.
Vocabulary	Nutrient, Vitamin, mineral, endoskeleton, exoskeleton, muscle	Light, reflect, shadow, ray, ultraviolet
Cultural capital and local resources		

Year 3	Science	
	Summer topic 2: Plants	Summer Topic 2: Scientific enquiry
National curriculum statements	• 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	N/A
Retrieval (to support new learning)		
Knowledge statements	Describe the function of the parts of a flowering plant. Know the role that flowers play in the plant lifecycle. Know that plants require conditions for life and growth and describe how these differ from plant to plant. Investigate water transportation in plants.	Use a variety of scientific enquiry techniques to develop skills and knowledge the forms a foundation for learning during KS2. Key focus on how scientists explore the world by: - Asking relevant questions. - Gathering, recording, and presenting data. - Reporting on findings. - Use findings to make simple conclusions about the wider world.
Vocabulary	Roots, stem/trunk, flowers, nutrients, seed, dispersal	Scientific investigation, prediction, data, findings, conclusion

Cultural capital and local resources		