

## Year 3 Programme of study

### Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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.

### Year 3 Programmes of Study (statutory Requirements)

#### Plants

Pupils should be taught to:

- 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.

<b>Animals, including humans</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>
<b>Rocks</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>□ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>□ recognise that soils are made from rocks and organic matter.</li> </ul>
<b>Light</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ recognise that they need light in order to see things and that dark is the absence of light</li> <li>□ notice that light is reflected from surfaces</li> <li>□ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>□ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>□ find patterns in the way that the size of shadows change.</li> </ul>
<b>Forces and Magnets</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ compare how things move on different surfaces</li> <li>□ notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>□ observe how magnets attract or repel each other and attract some materials and not others</li> <li>□ 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</li> <li>□ describe magnets as having two poles</li> <li>□ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>