YEAR 3 SCIENCE PROGRESSION

Intent	Bringing Learning to Life	
School and British Values Passion for Learning ✓ Striving for Excellence Creativity ✓ Loving others as we love ourselves Right and Responsibilities Wholeness	**British Values** Democracy The rule of law Mutual respect ✓ Tolerance of those of different faiths and beliefs	**Whole School Threads** Gender Equality ✓ Environmental awareness ✓ Community

Topic	Curriculum Content Children can:	Possible Teaching Activities Which will utilise science skills listed below	*Pupil offer
Humans and other animals	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.	*TEXTS: Uncle Jack (Science Through Stories)* Design a healthy plate Naming bones in the skeleton Make models of pairs of muscles Compare endo/exos/hydroskeletons Investigate the effect of exercise on heart rate	
Forces	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	*TEXTS: The Wheel that Jack Built and The Magic Stone (Science Through Stories)*T Labelling forces Using a newton metre to measure forces on a sledge on a ramp. Investigate the strength of a magnet Make a magnetic game	
Light	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	*TEXTS:The Black Rabbit* *The Gruffalo's Child* Sorting light sources vs reflective surfaces Investigate the best material for a reflective strip on clothing. Investigate the structure of the eye.	

Rocks and soils **Plants**	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 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 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 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	Investigate what makes a difference to the size of your reflection in a mirror. Sort materials - transparent/translucent/opaque Make shadow puppets. Investigate how shadows change. *TEXT: The Street Beneath my Feet* *The Pebble in my Pocket* *The Fossil Woman (Science Through Stories)* Compare properties of rocks Scatch Test for hardness Test rocks for permeability *TEXTS: Jack and the Giant's Peach* *Emily's Bees (Science Through Stories)* Observe capillary action Observe roots DIssect flowers Investigate methods of seed dispersal Investigate conditions for germination	Visit to Sutton Courtney Field Study Centre

Topic	**Skills** **Children can:**	**Specific activities which focus on these skills**
Plan **Do** **Record** **Review**	• ask relevant questions and using different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, use a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes • use straightforward scientific evidence to answer questions or to support their findings	magnets investigation seeds investigation rock testing forces investigations sledges on ramp, magnet strength and spinners light investigations compare heart rate data