

During Year 3 children will be taught to ...

KS2 YEAR 3 SCIENCE NATIONAL CURRICULUM STATEMENTS

WORKING SCIENTIFICALLY	<p>Beginning to ...</p> <ul style="list-style-type: none"> • 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. • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • 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. • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including • ask relevant questions and using different types of scientific enquiries to answer them
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.
ANIMALS INCLUDING HUMANS	<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
LIGHT	<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 a solid object • Find patterns in the way that the size of shadows change.
FORCES MAGNETS	<ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice 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 on the basis of 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.
ROCKS	<ul style="list-style-type: none"> • 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.

