Year 3 Progression Document (Knowledge and Working Scientifically)

Year 3		
Autumn 1	**Spring 1**	**Summer 1**
Chemistry – Rocks • To compare different kinds of rocks based on their appearance and physical properties. • To recognise that soils are made from rocks and organic matter. • To investigate different types of soils. ***(2 lessons)*** • To describe how fossils are formed.	**Biology – Animals including Humans** • To identify differences and similarities between skeletons. • To identify that animals and humans get nutrition from what they eat. • To identify that animals and humans need the right type of nutrition. • To identify differences and similarities between diets of different animals. • To use straightforward scientific evidence to answer questions or to support their findings.	**Biology – Plants** • To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • To 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 ***(2 lessons)*** • To investigate the way in which water is transported within plants • To explore the part that flowers play in the life cycle of flowering plants • To explore pollination, seed formation and seed dispersal.
Autumn 2	**Spring 2**	**Summer 2**
Biology – Animals including Humans • To identify skeletons and muscles on humans. • To identify skeletons and muscles on animals. • To understand how the skeleton and muscles support protection and movement.	**Physics – Light** • To recognise the importance of light and its source. • To investigate how light is reflected from surfaces. • To explore the dangers of sunlight. • To investigate shadow formation. • To investigate shadow patterns in the way that the size of shadows change.	**Physics – Forces and Magnets** • To compare how things move on different surfaces. • To explore the difference between contact forces and magnetic forces (noticing that some forces need contact between two objects but magnetic forces can act at a distance) • To observe how magnets attract or repel each other and some materials. • To investigate magnetic materials. • To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. • To describe magnets as having two poles and predict whether two magnets will attract or repel each other depending on which poles are facing.

Year 3 Progression Document (Knowledge and Working Scientifically)

LKS2 Working Scientifically						
N.C Objective	**Year 3**			**Year 4**		
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**
asking relevant questions and using different types of scientific enquiries to answer them	• Rocks • Animals including Humans	• Light •	• Plants • Forces and Magnets	• Electricity	• Sound	• Animals including Humans • States of Matter
setting up simple practical enquiries, comparative and fair tests	Rocks	• Light	• Plants • Forces and Magnets	• Electricity	• Sound	• Animals including Humans • States of Matter
making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Rocks	• Light	• Plants • Forces and Magnets	• Electricity	• Sound	• Animals including Humans • States of Matter
gathering, recording, classifying and presenting data in a variety of ways to help in answering questions		• Light	• Plants • Forces and Magnets •			• Animals including Humans • States of Matter
recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	• Rocks	• Light	• Plants • Forces and Magnets		• Sound	• Animals including Humans • States of Matter
reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	• Rocks	• Light •	• Plants • Forces and Magnets	• Electricity	• Sound	• Animals including Humans • States of Matter
using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	• Rocks	• Light •	• Plants • Forces and Magnets	• Electricity	• Sound	• Animals including Humans
identifying differences, similarities or changes related to simple scientific ideas and processes	• Rocks Animals including Humans	• Light •	• Plants • Forces and Magnets		• Sound	• States of Matter
using straightforward scientific evidence to answer questions or to support their findings.	• Rocks Animals including Humans	• Light •	• Plants • Forces and Magnets	• Electricity	• Sound	• Animals including Humans • States of Matter