

Year 3 Progression Document (Knowledge and Working Scientifically)

Year 3		
Autumn 1	Spring 1	Summer 1
<p>Chemistry – Rocks</p> <ul style="list-style-type: none"> 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. 	<p>Biology – Animals including Humans</p> <ul style="list-style-type: none"> To use straightforward scientific evidence to answer questions. (conducting and results) To understand nutrition and different food groups. To understand why nutrition and a balanced diet is important. To identify differences and similarities between diets of different animals. 	<p>Biology – Plants</p> <ul style="list-style-type: none"> To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers To investigate what plants need for life and growth and how it varies between plants. (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
<p>Biology – Animals including Humans</p> <ul style="list-style-type: none"> To identify skeletons and muscles on humans. To understand the purpose of the skeleton and muscles. To understand the difference between vertebrates and invertebrates. To use straightforward scientific evidence to answer questions. (planning) 	<p>Physics – Light</p> <ul style="list-style-type: none"> Why is light and its source important? 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. 	<p>Physics – Forces and Magnets</p> <ul style="list-style-type: none"> To compare how things move on different surfaces. To explore the difference between contact forces and magnetic forces. 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 and predict whether two magnets will attract or repel each other depending on which way they are facing.
<p>Time provided for Year 3 and 4 Christmas Production Rehearsal</p>		

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LKS2 Working Scientifically						
N.C Objective	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<i>asking relevant questions and using different types of scientific enquiries to answer them</i>	<ul style="list-style-type: none"> • Rocks • Animals including Humans 	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans • States of Matter
<i>setting up simple practical enquiries, comparative and fair tests</i>	Rocks	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans • States of Matter
<i>making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</i>	Rocks	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans • States of Matter
<i>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i>		<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 			<ul style="list-style-type: none"> • Animals including Humans • States of Matter
<i>recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</i>	<ul style="list-style-type: none"> • Rocks 	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 		<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans • States of Matter
<i>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</i>	<ul style="list-style-type: none"> • Rocks 	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans • States of Matter
<i>using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</i>	<ul style="list-style-type: none"> • Rocks 	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans
<i>identifying differences, similarities or changes related to simple scientific ideas and processes</i>	<ul style="list-style-type: none"> • Rocks • Animals including Humans 	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 		<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • States of Matter
<i>using straightforward scientific evidence to answer questions or to support their findings.</i>	<ul style="list-style-type: none"> • Rocks • Animals including Humans 	<ul style="list-style-type: none"> • Light 	<ul style="list-style-type: none"> • Plants • Forces and Magnets 	<ul style="list-style-type: none"> • Electricity 	<ul style="list-style-type: none"> • Sound 	<ul style="list-style-type: none"> • Animals including Humans • States of Matter