THE ARCHES COMMUNITY PRIMARY SCHOOL

Y3 Scientific Areas of Learning

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Plant Life	Nutrition and The Body	Rocks and Fossils
• Identify and describe the functions of different parts of flowering plants: roots, stem, 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.	• 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 animals have skeletons and muscles for support, protection and movement.	• 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.
Light and Shadows	**Forces and Magnets**	
• Recognise that they need light in order to see things and that dark is the absence of light • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Notice that light is reflected from surfaces • Find patterns in the way that the size of shadows change	• 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.	

Working scientifically

Planning Investigations:

- Asking relevant questions when prompted
- Setting up simple and practical enquiries, comparative and fair tests

Conducting Experiments:

- Making systematic observations, using simple equipment
- Using standard units when taking measurements

Recording Evidence:

- Recording findings in various ways
- With prompting, suggesting how findings may be tabulated
- With prompting, using various ways of recording, grouping and displaying evidence

Reporting Findings:

- With prompting, suggesting conclusions from enquiries
- Suggesting how findings could be reported

Conclusions and Predictions:

- Gathering and recording data about similarities, differences and changes
- With prompting, suggesting conclusions that can be drawn from data
- Suggesting possible improvements or further questions to investigate