YEAR 3		
PROGRAMME OF STUDY	**AUTUMN 1**	**AUTUMN 2**
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	
ROCKS		▪ 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
WORKING SCIENTIFICALLY	▪ Asking relevant questions and using different types of scientific enquiries to answer them ▪ Setting up simple practical enquiries, comparative and fair tests ▪ Make careful observations ▪ Report on findings from enquiries, including oral and written explanations ▪ Use results to draw simple conclusions and predictions ▪	• Ask relevant questions and use different types of scientific enquiries to answer them. • To set up simple practical enquiries, comparative and fair tests. • Gather, record, classify and present data in a variety of ways. • Record findings using simple scientific language, drawings, labelled diagrams • Report on findings from enquiries including oral and written explanations, displays or presentations of results. • Identify, differences, similarities or changes related to simple scientific ideas and processes • Use straightforward scientific evidence to answer questions.
VOCABULARY	▪ Magnetic, force, contact, attract, repel, friction, poles, push, pull, gravity, metalic	▪ Fossils, soils, sandstone, granite, marble, pumice, crystals, absorbent

YEAR 3		
PROGRAMME OF STUDY	**SPRING 1**	**SPRING 2**
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 ▪ 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	
WORKING SCIENTIFICALLY	▪ Ask relevant questions and use different scientific enquiries to answer them ▪ To set up simple practical enquiries, comparative and fair tests ▪ Record findings using simple scientific language, drawings and labelled diagrams ▪ Use straightforward scientific evidence to answer questions	
VOCABULARY	▪ Light, shadows, mirror, reflective, dark, reflection	

YEAR 3		
PROGRAMME OF STUDY	**SUMMER 1**	**SUMMER 2**
PLANTS	▪ 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		▪ 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
WORKING SCIENTIFICALLY	▪ Setting up practical enquiries, comparative and fair tests ▪ Make careful observations and take measurements using standard units ▪ Gather, record, classifying and presenting data in a variety of ways ▪ Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables. ▪ Draw simple conclusions and make predictions for new values ▪ Use straightforward scientific evidence to answer questions ▪	▪ Asking relevant questions and using different types of scientific enquiries to answer them ▪ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ▪ using results to draw simple conclusions and make simple predictions ▪ Make careful observations and where appropriate take accurate measurements using a range of equipment
VOCABULARY	▪ Air, light, water, nutrients, soil, reproduction, transportation, dispersal, pollination, flower, photosynthesis	▪ Movement, muscles, tendons, ligaments, bones, skull, nutrition, calcium, skeleton, frame, structure, protection