

Whitefield Primary School –
Long Term Curriculum Overview – Year 3
Science

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 LC	Why is it cool to live in Liverpool?		Who lived in Britain first?		How does blossom turn into an apple?	What makes the earth angry?
Science Area	How far can you throw your shadow? (light)		May the Force be with you? (Forces)		How does blossom turn into an apple? (plants)	What makes the earth angry? (rock and soils)
NC Links	<p><u>Working scientifically (lower KS2)</u></p> <ul style="list-style-type: none"> ● asking relevant questions and using different types of scientific enquiries to answer them ● setting up simple practical enquiries, comparative and fair tests ● making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ● 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, make predictions for new values, suggest improvements and raise further questions ● identifying differences, similarities or changes related to simple scientific ideas and processes ● using straightforward scientific evidence to answer questions or to support their findings 					
	<p>Recognise that they need light in order to see things and that dark is the absence of light. (Y3)</p> <p>Notice that light is reflected from surfaces (Y3)</p> <p>Recognise that light from the sun can be dangerous and that there are ways to protect their eyes (Y3)</p> <p>Recognise that shadows are</p>		<p>Compare how things move on different surfaces (Y3)</p> <p>Investigate ‘Which material will help the car pass the finish line first?’ (fair test-bar chart)</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance (Y3)</p>		<p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3)</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they</p>	<p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties(Y3) (Carroll diagram)</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock (Y3)</p>

<p>Focus objectives</p>	<p>formed when the light from a light source is blocked by an opaque object (Y3)</p> <p>Investigate 'What happens to shadows when different numbers of layers of a translucent material is used to form shadows?'</p> <p>Find patterns in the way that the size of shadows change. (Y3)</p> <p>Investigate 'What happens to shadows when the distance between the light source and the object changes?' (fair test using line graph)</p> <p>Working scientifically Gather, record, classify and present data in a variety of ways to help in answering questions</p>		<p>Observe how magnets attract or repel each other and attract some materials and not others (Y3)</p> <p>Investigate 'How many paper clips can a magnet hold?' (fair test- bar chart)</p> <p>Describe magnets as having two poles (Y3)</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing. (Y3)</p> <p>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 (Y3)</p>		<p>vary from plant to plant (Y3)</p> <p>Investigate: 'Does the level of light effect the way a plant grows?' Record- leave plants in different places and feed the plant. Record - Measure the stem and count the amount of leaves.</p> <p>Investigate the way in which water is transported within plants (Y3)</p> <p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. (Y3)</p>	<p>Recognise that soils are made from rocks and organic matter(Y3)</p> <p>Make own compost bin using the twinkl powerpoint</p> <p>Investigate 'Which soil is most absorbent?' (fair test – bar chart)</p>
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