Science Overview Year 3 2024-2025

Autumn 1 There's No Place Like Home WR: Light (8 weeks)	**Autumn 2** Healthy Humans WR: Skeletons (5 weeks) Nutrition and diet (5 weeks)	**Spring 1** Rock and Roll Rocks (4 weeks) Fossils (2weeks) Soils (5 weeks)	**Spring 2** The Iron Man Magnets (4 weeks) Forces (4 weeks)	**Summer 1** What the Romans Did For Us Plants	Summer 2 How Does Your Garden Grow? Plants- continued biodiversity sustainability units- food waste
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 an opaque object • Find patterns in the way that the size of shadows change **Working scientifically** Identifying differences, similarities or changes	**Skeletons** 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** Asking relevant questions and using different types of scientific enquiries to answer them. Recording findings using simple scientific language, drawings,	**Rocks, Fossils and Soils** 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** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	**Magnets and 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	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 **Working Scientifically**	See previous column for plants objectives. **Biodiversity** To understand what biodiversity is. To think about how we can increase biodiversity in our local area. Working scientifically – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Food waste** To understand what food waste is.

related to simple scientific ideas and processes. − Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	labelled diagrams, keys, bar charts, and tables. Talk about criteria for grouping, sorting and classifying (non-statutory). Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Nutrition and Diet** 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. **Working scientifically** Talk about criteria for grouping, sorting and classifying (non-statutory).	Talk about criteria for grouping, sorting and classifying (non-statutory). 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 **Fossils- WS** Asking relevant questions and using different types of scientific enquiries to answer them Reporting on findings from enquiries, including oral and written explanations, displays or	repel each other, depending on which poles are facing **Working Scientifically(magnets)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identifying differences, similarities or changes related to simple scientific ideas and processes. Setting up simple practical enquiries, comparative and fair tests. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • **Working scientifically(forces) –**	Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests. − Identifying differences, similarities or changes related to simple scientific ideas and processes. − Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	To think about how food waste can be reduced. **Working Scientifically** Asking relevant questions and using different types of scientific enquiries to answer them. – Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

	Using straightforward scientific evidence to answer questions or to support their findings. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Identifying differences, similarities or changes related to simple scientific ideas and processes	presentations of results and conclusions. **<u>WS soils</u>** **<u>Working scientifically</u>** – Using straightforward scientific evidence to answer questions or to support their findings. 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. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Using straightforward scientific evidence to answer questions or to support their findings. Setting up simple practical enquiries, comparative and fair tests. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.		