

<b>Science Year 3</b>	
<b>Working Scientifically</b>	<ul style="list-style-type: none"> <li>• Ask relevant questions and using different types of scientific enquiries to answer them</li> <li>• Set up simple, practical enquiries, comparative and fair tests</li> <li>• Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>• Gather, record classify and present data in a variety of ways to help in answering questions</li> <li>• Record findings using simple scientific language, drawings labelled diagrams, keys, bar charts, and tables</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>• Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings</li> </ul>
<b>Plants</b>	<ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• Investigate the way in which water is transported within plants</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, inc. pollination, seed formation and seed dispersal</li> </ul>
<b>Rocks</b>	<ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul>
<b>Light</b>	<ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light</li> <li>• Notice that light is reflected from surfaces</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• Find patterns in the way that the size of shadows change</li> </ul>
<b>Forces and Magnets</b>	<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces</li> <li>• Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• Describe magnets as having 2 poles</li> <li>• Predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>
<b>Scientific Vocabulary</b>	Related Vocabulary
<b>Greater Depth:</b>	<ul style="list-style-type: none"> <li>• CT 2 &amp; C3- Pupils are able to discuss different scientific viewpoints and are <b>starting to understand previously held assumptions</b> when they form their <b>revised</b> view point. This uses supplied information/<b>personal research</b> and scientific questioning formats</li> <li>• <b>CT2 - Children are able to set up comparative fair tests to be open to alternative perspectives</b></li> <li>• CT 4 &amp; C2 - Children are able to make connections using variation theories -Continuing to use what is is/what it is not, and are <b>beginning to use examples and non-examples in partner discussion times, starting to develop justifications</b>. They are starting to independently create scientific questions to pursue <b>using different types of scientific enquiries to answer them (not just teacher modelled examples)</b></li> <li>• CT 4, 5 &amp; C2 - Children are <b>making</b> connections between scientific items studied so far and can articulate these links</li> <li>• CT 5 - Children are starting to <b>use a range of evidence</b> to critically reflect on research/ data/ classifications/groupings. They are starting to <b>collaborate with peers</b> to formulate next steps/<b>break down tasks into parts and present data in a variety of ways (drawings/keys/labelled diagrams/bar charts/tables)</b></li> <li>• CO 2 - Pupils are <b>independently (in pairs) using internalised modelled peer tutoring methods</b> (pupil reciprocal teaching)</li> </ul>

	<ul style="list-style-type: none"> <li>• CO 3 - Pupils are further developing the ability to critique themselves as a scientific learner, <b>in pairs or small groups</b></li> <li>• CO 6 - <b>Children feedback</b> their scientific learning and understanding (following a teacher model) <b>in a variety</b> of group roles within a 'jigsaw classroom' format</li> <li>• C1 &amp; C2- Create scientific questions to pursue <b>and start to develop peer lines of enquiry</b>. <b>Able to discuss different ways to investigate these items</b></li> <li>• CT1 - <b>Children starting to develop their ability to summarise their learning including prediction making, in a succinct way (mapped thought process)</b></li> <li>• C6 - <b>Children are starting to connect learning linking to wider global issues (equitable, sustainable and inclusion topics) and are starting to creatively apply in learning</b></li> <li>• CT3 - Pupils are starting to rank fair testing ideas within a <b>group, starting to articulate their thought process to others</b></li> <li>• C4 - Starting to connect patterns and scientific characteristics to build their own <b>new well-developed ideas</b></li> <li>• C6 - Children are able to apply connected learning ideas to equitable/sustainability topics, with peer/group support</li> <li>• CO4 - Developing perseverance noting scientific mistakes as learning opportunities not <b>jumping to a quick solution and starting to justify their thoughts on this. Pupils like to learn from mistakes and have self-belief even if all information is not clear</b></li> <li>• CO5 - Pupils set goals for scientific enquires/investigations using modelled stem sentences and summarise these with a partner</li> <li>• CT1 - Pupils summarise scientific observations and suggest answers to scientific questions, <b>creating their own mapped thought process</b></li> </ul>
<b>Topic/Novel Link:</b>	

<b>Defined End Point</b>
<ul style="list-style-type: none"> <li>- Start to ask their own questions about what they observe and make decisions about which types of scientific enquiry are the best ways of answering them</li> <li>- Start to draw simple conclusions and use scientific language effectively</li> </ul>

