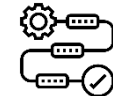


Year 3 Autumn	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Autumn 1 Topic: Forces & Magnets	- compare how things move on different surfaces - notice that some forces need contact between 2 objects, but magnetic forces can act 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	<u>Observing Over Time:</u> - I decide what observations to make, how often and what equipment to use. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from the changes I observed. <u>Identifying & Classifying:</u> - I talk about what criteria I will use to sort and classify things. - I talk about things that can be grouped. - I carry out simple tests to sort and classify. - I draw simple conclusions about the things I have sorted and classified. - I talk about the similarities and differences I identified using some scientific language. <u>Pattern Seeking:</u> - I talk about where patterns might be found. - I use a range of equipment to collect data using standard measures.	Pupils should know... - how to estimate if a material will be magnetic or not. - how to describe why magnets attract / repel. - that different surfaces have different levels of friction.	Topic vocabulary: force, magnetic, attract, repel, poles, contact force, non-contact force, friction, metallic	Prerequisite learning: identify and compare the suitability of a variety of everyday materials, including, metal. Suggested TAPs: Car ramps - Do https://docs.google.com/document/d/13sPW_xRDNFQHeQkcPHIZfUAGVIRSLsRj/edit?usp=sharing&ouid=114100054467099972363&rtpof=true&sd=true

- I make records using tables and bar charts.
- I draw conclusions about simple patterns between two sets of data.
- I talk about patterns using some scientific language.

Research:

- I talk about how things are and the way they work and decide when questions can be answered by research using secondary sources.
- I use information sources to find the information I need.
- I use someone else's data.
- I draw conclusions from what I found from different sources.

Fair Testing:

- I talk about links between cause and effect and (with help) pose a fair test question.
- I help to plan a fair test.
- I use a range of equipment to collect data using standard measures.
- I make records using tables and bar charts.
- I draw simple conclusions from my fair tests.
- I talk about simple causal relationships.

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Autumn 2 Topic: Rocks & Fossils	- 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	<u>Observing Over Time:</u> - I decide what observations to make, how often and what equipment to use. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from the changes I observed. <u>Identifying & Classifying:</u> - I talk about what criteria I will use to sort and classify things. - I talk about things that can be grouped. - I carry out simple tests to sort and classify. - I draw simple conclusions about the things I have sorted and classified. - I talk about the similarities and differences I identified using some scientific language. <u>Pattern Seeking:</u> - I talk about where patterns might be found. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw conclusions about simple patterns between two sets of data. - I talk about patterns using some scientific language. <u>Research:</u> - I talk about how things are and the way they work and decide when questions can be answered by research using secondary sources.	Pupils should know... - sedimentary rocks are softer than metamorphic rocks. - Metamorphic are softer than igneous rocks. - that fossils are the very old remains of dead animals. - that there are different types of soil that have different properties.	Topic vocabulary: fossil, soil, loam, sandy soil, chalk, mineral, sedimentary, igneous, metamorphic	Prerequisite learning: - evidence of things that used to be alive can still be found. - vocabulary: hard, rough, smooth, crumbly. Suggested TAPs: Rocks Report – Review https://docs.google.com/document/d/15VPri9qihD0FBgOgws4-vfuVS3sGgYm8/edit?usp=sharing&ouid=114100054467099972363&rtpof=true&sd=true
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		- I use information sources to find the information I need. - I use someone else's data. - I draw conclusions from what I found from different sources. <u>Fair Testing:</u> - I talk about links between cause and effect and (with help) pose a fair test question. - I help to plan a fair test. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from my fair tests. - I talk about simple causal relationships.			
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Year 3 Spring	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Spring 1 Topic: 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	<u>Observing Over Time:</u> - I decide what observations to make, how often and what equipment to use. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from the changes I observed. <u>Identifying & Classifying:</u> - I talk about what criteria I will use to sort and classify things. - I talk about things that can be grouped. - I carry out simple tests to sort and classify. - I draw simple conclusions about the things I have sorted and classified. - I talk about the similarities and differences I identified using some scientific language. <u>Pattern Seeking:</u> - I talk about where patterns might be found. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts.	Pupils should know... - humans need to eat a balanced diet to be healthy. - the basic food groups in a balanced diet. - that some animals have skeletons inside their body - that some animals have skeletons on the outside of their body. - that some animals have no skeleton.	Topic vocabulary: diet, nutrition, nutrients, carbohydrates, proteins, vitamins & minerals, skeleton, muscles, joints, exoskeleton, endoskeleton, hydrostatic skeleton	Prerequisite learning: discuss what animals need to survive i.e: food, water, hygiene, etc Suggested TAPs: Skeleton Qs – Plan https://docs.google.com/document/d/15Kuezo2J_xTp7LjwyyUvhl0DvISGp3je/edit?usp=sharing&ouid=114100054467099972363&rtpof=true&sd=true

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		- I draw conclusions about simple patterns between two sets of data. - I talk about patterns using some scientific language. <u>Research:</u> - I talk about how things are and the way they work and decide when questions can be answered by research using secondary sources. - I use information sources to find the information I need. - I use someone else's data. - I draw conclusions from what I found from different sources. <u>Fair Testing:</u> - I talk about links between cause and effect and (with help) pose a fair test question. - I help to plan a fair test. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from my fair tests. - I talk about simple causal relationships.			
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Spring 2 Topic: 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	<u>Observing Over Time:</u> - I decide what observations to make, how often and what equipment to use. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from the changes I observed. <u>Identifying & Classifying:</u> - I talk about what criteria I will use to sort and classify things. - I talk about things that can be grouped. - I carry out simple tests to sort and classify. - I draw simple conclusions about the things I have sorted and classified. - I talk about the similarities and differences I identified using some scientific language. <u>Pattern Seeking:</u> - I talk about where patterns might be found. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw conclusions about simple patterns between two sets of data. - I talk about patterns using some scientific language. <u>Research:</u> - I talk about how things are and the way they work and decide when questions can be answered by research using secondary sources.	Pupils should know... that different plants need different amounts of water to survive. that different species of plants disperse seeds in different ways. how plants survive through use of their roots, leaves, stem/trunk and flowers. other simple factors that can affect plant growth: e.g. soil, light, etc.	Topic vocabulary: photosynthesis, pollen, pollination, dispersal, germination	Prerequisite learning: - the requirements for plants to survive: water, light and temperature. - The changes that occur from seedling to mature plant in different species of plants. Suggested TAPs: Function of a stem - Review https://docs.google.com/document/d/15cHP15HqA428xxVQndVqNF7VJBy-d6TX/edit?usp=sharing&ouid=114100054467099972363&rtpof=true&sd=true
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		- I use information sources to find the information I need. - I use someone else's data. - I draw conclusions from what I found from different sources. <u>Fair Testing:</u> - I talk about links between cause and effect and (with help) pose a fair test question. - I help to plan a fair test. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from my fair tests. - I talk about simple causal relationships.			
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Year 3 Summer	NC Objective: 	Key Skills (Disciplinary Knowledge): 	Key Substantive Knowledge: 	Key Vocabulary: 	Sequence of Learning: 
Summer 1 Topic: 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 an opaque object - find patterns in the way that the size of shadows change	<u>Observing Over Time:</u> - I decide what observations to make, how often and what equipment to use. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from the changes I observed. <u>Identifying & Classifying:</u> - I talk about what criteria I will use to sort and classify things. - I talk about things that can be grouped. - I carry out simple tests to sort and classify. - I draw simple conclusions about the things I have sorted and classified. - I talk about the similarities and differences I identified using some scientific language. <u>Pattern Seeking:</u> - I talk about where patterns might be found. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw conclusions about simple patterns between two sets of data.	Pupils should know... - darkness is the absence of light. - light reflects differently from different materials. - why the Sun can be dangerous to humans. - what a shadow is.	Topic vocabulary: light source, shadow, reflect, mirror	Prerequisite learning: that light makes it easier to see and darkness is when there is little/no light. Suggested TAPs: Make shadows - Do https://docs.google.com/document/d/13kRfke-CEV2Uas6FgQew169Cg_nRir_Yd/edit?usp=sharing&ouid=114100054467099972363&rtpof=true&sd=true

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		- I talk about patterns using some scientific language. <u>Research:</u> - I talk about how things are and the way they work and decide when questions can be answered by research using secondary sources. - I use information sources to find the information I need. - I use someone else's data. - I draw conclusions from what I found from different sources. <u>Fair Testing:</u> - I talk about links between cause and effect and (with help) pose a fair test question. - I help to plan a fair test. - I use a range of equipment to collect data using standard measures. - I make records using tables and bar charts. - I draw simple conclusions from my fair tests. - I talk about simple causal relationships.			
Summer 2 Topic: Consolidation					

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