

Science Overview - Year 3

	Autumn 1 - Rocks and Soil	Autumn 2 - Animals, including humans	Spring 1 - Light	Spring 2 - Focus and Magnets	Summer 1 - Plants	Summer 2 - Plants
Year 3	Compare and group together different types of rocks based on their appearance and physical properties. Describe in simple terms how fossils are formed. Recognise that soils are made up of rocks and organic soils. Pupils might work scientifically by: Setting up simple practical enquiries, comparative and fair tests.	Identify that animals, including humans, need the right types and amounts of nutrition. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Pupils might work scientifically by: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	Notice that light is reflected from surfaces. Recognise that light from the Sun can be dangerous. 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 a shadow changes. Pupils might work scientifically by: Asking relevant questions and using different types of scientific enquiries to answer them.	Compare how things move on different surfaces. Notice that magnetic forces can act at a distance. To observe how magnets attract and repel one another. Describe magnets as having two poles. Pupils might work scientifically by: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	Identify and describe the functions of different parts of flowering plants. Explore the requirements of plants for growth and life and how they vary from plant to plant. Investigate the way in which water is transported within plants. Pupils might work scientifically by: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	Explore the part that plants play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Pupils might work scientifically by: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables . Reporting on findings from enquiries.



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