

Science Curriculum Objectives - Year 3

The objectives below are from the National Curriculum. They are grouped into science units that coincide with our planning scheme Science Bug.

<p>Movement and Feeding</p>	<ul style="list-style-type: none"> • (K) 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 • (K) Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • (WS) Asking relevant questions and using different types of scientific enquiries to answer them • (WS) Setting up simple practical enquiries, comparative and fair tests • (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • (WS) Using straightforward scientific evidence to answer questions or to support their findings.
<p>Light and Shadows</p>	<ul style="list-style-type: none"> • (K) Recognise that they need light in order to see things and that dark is the absence of light • (K) Notice that light is reflected from surfaces • (K) Recognise that shadows are formed when the light from a light source is blocked by a solid object • (K) Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • (K) Find patterns in the way that the size of shadows change. • (WS) Setting up simple practical enquiries, comparative and fair tests • (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
<p>What Plants Need</p>	<ul style="list-style-type: none"> • (K) 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 • (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • (WS) Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes • (WS) Setting up simple practical enquiries, comparative and fair tests • (WS) Using straightforward scientific evidence to answer questions or to support their findings. • (WS) Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
<p>Rocks and Soils</p>	<ul style="list-style-type: none"> • (K) Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • (K) Describe in simple terms how fossils are formed when things that have lived are trapped within rock • (K) Recognise that soils are made from rocks and organic matter. • (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • (WS) Setting up simple practical enquiries, comparative and fair tests

Parts of Plants	<ul style="list-style-type: none"> • (K) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • (K) Investigate the way in which water is transported within plants • (K) Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • (WS) Asking relevant questions and using different types of scientific enquiries to answer them • (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • (WS) Using straightforward scientific evidence to answer questions or to support their findings.
Magnets and Forces	<ul style="list-style-type: none"> • (K) Compare how things move on different surfaces • (K) Notice that some forces need contact between two objects, but magnetic forces can act at a distance • (K) Describe magnets as having two poles • (K) Predict whether two magnets will attract or repel each other, depending on which poles are facing. • (K) Observe how magnets attract or repel each other and attract some materials and not others • (K) 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 • (WS) Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • (WS) Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • (WS) Setting up simple practical enquiries, comparative and fair tests • (WS) Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • (WS) Using straightforward scientific evidence to answer questions or to support their findings. • (WS) Identifying differences, similarities or changes related to simple scientific ideas and processes • (WS) Asking relevant questions and using different types of scientific enquiries to answer them