# Science Y3 Overview

**Working Scientifically** 

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- I can ask relevant questions and using different types of scientific enquiries to answer them.
- I can set up simple practical enquiries, comparative and fair tests.
- I can make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- I can gather, record, classify and present data in a variety of ways to help in answering questions.
- I can record findings use simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- I can identify differences, similarities or changes related to simple scientific ideas and processes.
- I can use straightforward scientific evidence to answer questions or to support findings.

**Autumn 1: Light and Shadows (Light)**

- I can recognise that they need light in order to see things and that dark is the absence of light.
- I can notice that light is reflected from surfaces.
- I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- I can find patterns in the way that the size of shadows change.

**Autumn 2: Forces and Magnets**

- I can compare how things move on different surfaces.
- I can notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.
- I can observe how magnets attract or repel each other and attract some materials and not others.

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- I can 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.
- I can describe magnets as having two poles.
- I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

**Spring 1: Food and our bodies (Animals including Humans)**

- I can 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.
- I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Spring 2: Nappy Challenge**

Practical investigations that incorporate the working scientifically skills.

**Summer 1: How Does your Garden Grow? (Plants)**

- I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- I can 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
- I can investigate the way in which water is transported within plants
- I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Summer 2: Rocks**

- I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
- I can recognise that soils are made from rocks and organic matter.