

National Curriculum Working Scientifically LKS2	Peel Hall Specific Working Scientifically Year 3				
<ul style="list-style-type: none"> Ask relevant questions and use different types of scientific enquiries to answer them Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometer and data loggers Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings. 	Planning	Investigating and Observing	Identifying, Classifying and Recording	Concluding	Evaluating
		<ul style="list-style-type: none"> Ask scientific questions using the appropriate scientific language. Ask scientific questions, independently, about the world around them. 	<ul style="list-style-type: none"> Discuss enquiry methods and describe what makes a test fair. Make decisions about what to observe during an investigation. Take measurements with standard units when using timers, rulers and scales (cm, m, g, kg). Explore the behaviour of a variety of magnets including bar, ring, button and horseshoe. 	<ul style="list-style-type: none"> Talk about the criteria for grouping, sorting and categorising whilst taking notice of patterns and relationships. Record their findings using scientific language (from the Y3 programme of study) and present in note form, writing frames, diagrams, tables and charts. 	<ul style="list-style-type: none"> Draw, with help, a simple conclusion based on evidence from an enquiry or observation.
Plants			Animals including Humans		
<ul style="list-style-type: none"> 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 the soils, 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. 	<ul style="list-style-type: none"> Identify that animals, including humans, need the right type 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. 				
Rocks	Light		Forces and Magnets		
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 objects Find patterns in the way that the size of shadows change. 		<ul style="list-style-type: none"> Compare how things move on different surfaces notice that some forces need contact between two 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 two poles 		



Peel Hall Primary School Science Year 3 Overview

		Predict whether two magnets will attract or repel each other depending on which poles are facing.
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