

Year 3 Science Long Term Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Scrumdiddlyumptious		Mighty Metals	Flow	Tribal Tales	Tribal Tales
<b>Animals including Humans</b>		<b>Forces</b>	<b>Plants</b>	<b>Rocks</b>	<b>Light</b>
<p>*identify that animals including humans need the right types and amount of nutrition and that they can not make their own food; they get nutrition from what they eat</p> <p>*identify that humans and some animals have skeletons and muscles for support, protection and movement</p> <p><b>Vocabulary</b>  <b>Nutrition, nutrients, carbohydrates, proteins, vitamins, minerals, fibre, skeleton, bones, muscles, joints</b></p>		<p>*compare how different things move on different surfaces</p> <p>*notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>*observe how magnets attract or repel each other and attract some materials and not others</p> <p>*compare and group together variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>*describe magnets as having two poles</p> <p>*predict whether two magnets will attract or repel each other depending on which poles are facing</p> <p><b>Vocabulary</b>  <b>Force, magnetic force, magnet, attract, repel, poles, contact force, non-contact force</b></p>	<p>*identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers</p> <p>*explore the requirements of plants for life and growth (air, light, water, nutrients from the soil, room to grow) and how they vary from plant to plant</p> <p>*investigate the way in which water is transported within plants</p> <p>*explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><b>Vocabulary</b>  <b>Roots, stem, trunk, leaves, photosynthesis, pollen, pollination, seed formation, seed dispersal, germination</b></p>	<p>*compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><b>Vocabulary</b>  <b>Rock, fossil, soil</b></p>	<p>*recognise that they need light in order to see things and that dark is the absence of light</p> <p>*notice that light is reflected from surfaces</p> <p>*recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>*recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>*find patterns in the way that the size of shadows change</p> <p><b>Vocabulary</b>  <b>Light, dark, light source, transparent, translucent, opaque, shadow, reflect, mirror</b></p>