

**Year 3– National Curriculum Science Objectives/possible ideas – 2017/18**

**Shipwrecked**

Animals including humans

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.

Identify that humans and some animals have skeletons and muscles for support, protection and movement.

**How to train a dragon**

Rocks

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.

**Musical Minds**

Asking relevant questions and using different types of scientific enquiries to answer them.

Setting up simple practical enquiries, comparative and fair tests.

Making systematic and careful observations and where appropriate taking accurate measurements (units of sound- drawings, labelled diagrams – relate to sound)?

**I can change the world**

Forces and Magnets

Compare how things move on different surfaces.

Notice that some forces need contacts 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

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

### **Into the woods**

#### Plants

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 soil, 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 parts, including pollination, seed formation and seed dispersal.

### **Superheroes**

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are many ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object

Find Patterns in the way that the size of shadows change.