

# The Northway Curriculum

## Year Three

### Science

#### Unit Two

#### Rocks



LO: I can compare and group together different kinds of rocks on the basis on their appearance and simple physical properties.

LO: I can describe in simple terms how fossils are formed when things that have lived and trapped within rock.

LO: I can recognise that soils are made from rocks and organic matter.

Year Three
Science
States of matter

Year Three
Science
Working scientifically
I can ask relevant questions and use 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 using 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 their findings.

# The Northway Curriculum

## Year Three

### Science

#### Unit One

#### Forces and Magnets



LO: I can compare how things move on different surfaces.

LO: I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.

LO: I can observe how magnets can attract or repel each other and attract some materials and not others.

LO: I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnets, and identify some magnetic materials.

LO: I can describe magnets as having two poles.

LO: I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Year Three Science Previous Knowledge

## Year Three

### Science

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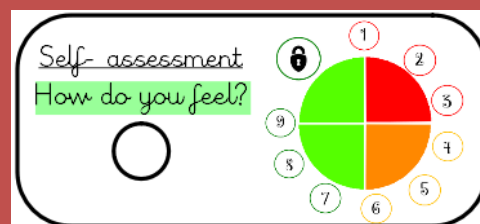
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# The Northway Curriculum

## Year Three Science Unit Three Light



LO: I can recognise that they need light in order to see things and that dark is the absence of light.

LO: I can notice that light is reflected from surfaces.

LO: I can recognise that light from sun can be dangerous and that there are ways to protect their eyes.

LO: I can recognise that shadows are formed when a light from a light source is blocked by an opaque object.

LO: I can find patterns in the way the size of certain shadows change.

### Year One Science

#### Previous Knowledge

LO: I can sort natural and man-made lights

LO: I can identify sources of light

LO: I can identify features of night and day

LO: I can plan and carry out an investigation about shadow and light

### Year Three

#### Science

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# The Northway Curriculum

## Year Three

### Science

#### Unit Four

#### Plants



LO: I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

LO: 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.

LO: I can investigate the way in which water is transported within plants.

LO: I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## Year Two

### Science

#### States of matter

I can observe and describe how seeds and bulbs grow into mature plants

I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

## Year Three

### Science

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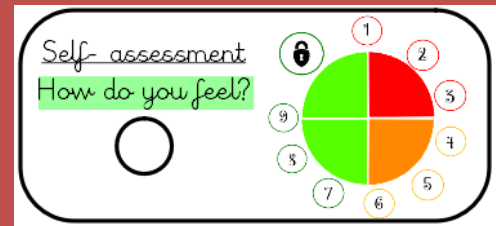
# The Northway Curriculum

## Year Three

### Science

#### Unit Five

#### Animals, including humans



LO: 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 for what they eat.

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

## Year Two

### Science

#### States of matter

I can notice that animals, including humans, have offspring which grow into adults.

I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air).

I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

## Year Three

### Science

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