St Laurence's CE Primary School
Science Long Term Plan
Year: 3

Autumn 1 **Animals including humans**	Autumn 2	Spring 1 **Forces and magnets**	Spring 2 **light**	Summer 1 **rocks**	Summer 2 **plants**
Key Content and skills: Knowledge					
• **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 other animals have skeletons and muscles for support, protection and movement.**		• **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** **predict whether two magnets will attract or repel each other, depending on which poles are facing**	• **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 a solid object** • **find patterns in the way that the size of shadows change**	• **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**	• **identify and describe the functions of different part 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 plants, including pollination, seed formation and seed dispersal**
Key Content and skills: Working Scientifically					
• ask relevant questions and using different types of scientific enquiries to answer them		• ask relevant questions and using different types of scientific enquiries to answer them	• ask relevant questions and using different types of scientific enquiries to answer them	• ask relevant questions and using different types of scientific enquiries to answer them	• ask relevant questions and using different types of scientific enquiries to answer them

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• set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers 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, include 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		• set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers 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, include 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	• set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers 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, include 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	• set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers 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, include 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	• set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and , where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers 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, include 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
Disciplinary concepts The natural World Making observations: using scientific equipment and measuring	**Vocabulary:**	**Disciplinary concepts** Forces and energy Working scientifically	**Disciplinary concepts** The natural world Identifying patterns, drawing conclusions	**Disciplinary concepts** Materials and their properties	**Disciplinary concepts** The natural World Asking relevant questions; hypothesising

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Vocabulary: Vertebrate, skeleton, muscles, contract, relax, prediction, protein, carbohydrates		Comparative and fair testing **Vocabulary:** Force, push, pull, magnets, attract, repel, surface	Collecting, classifying , recording and presenting data Asking relevant questions, hypothesising Making observations, using scientific equipment and measuring **Vocabulary:** reflect, natural, opaque, translucent, transparent, shadow, artificial, sunlight, shadow	Identifying patterns, drawing conclusions Collecting, classifying, recording and presenting data **Vocabulary:** Physical, properties, fossils, sedimentary, rock,	Making observations: using scientific equipment and measuring. **Vocabulary:** germination, roots, seeds, leaves, nutrients, pollination, dispersal, stem