Science Curriculum Overview: Statutory Knowledge

**YEAR 3**

| **Term 1** | **Forces and magnets** |
|---|---|
| | • 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. |

| **Term 2** | **Light** |
|---|---|
| | • 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 object |
| | • find patterns in the way that the size of shadows change. |

| **Term 3** | **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. |

| **Term 5** | **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 other animals have skeletons and muscles for support, protection and movement. |

| **Term 6** | **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 plants, including pollination, seed formation and seed dispersal. |