Year 3 science

Objective	Strand
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Plants
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	Plants
Investigate the way in which water is transported within plants	Plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Plants
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	Animals, including humans
Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Animals, including humans
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Rocks
Describe in simple terms how fossils are formed when things that have lived are trapped within rock	Rocks
Recognise that soils are made from rocks and organic matter	Rocks
Recognise that they need light in order to see things and that dark is the absence of light	Light
Notice that light is reflected from surfaces	Light
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Light
Recognise that shadows are formed when the light from a light source is blocked by an opaque object	Light
Find patterns in the way that the size of shadows change	Light
Compare how things move on different surfaces	Forces and magnets
Notice that some forces need contact between two objects, but magnetic forces can act at a distance	Forces and magnets
Observe how magnets attract or repel each other and attract some materials and not others	Forces and magnets
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	Forces and magnets
Describe magnets as having two poles	Forces and magnets
Predict whether two magnets will attract or repel each other, depending on which poles are facing	Forces and magnets
Asking relevant questions and using different types of scientific enquiries to answer them	Working scientifically
Setting up simple practical enquiries, comparative and fair tests	Working scientifically
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	Working scientifically
Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Working scientifically
Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	Working scientifically
Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	Working scientifically
Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions	Working scientifically
Identifying differences, similarities or changes related to simple scientific ideas and processes	Working scientifically
Using straightforward scientific evidence to answer questions or to support their findings	Working scientifically