



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Science Year 3

	Plants	Rocks	Light	Forces and Magnets	Animals including humans – nutrition and movement
Content Declarative Knowledge 'I know'	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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. 	<ul style="list-style-type: none"> *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.
Skills Procedural Knowledge 'I know how to'	<p>Plan *Ask relevant questions when prompted *Use different types of scientific enquiry to answer them. *Set up simple and practical enquiries, comparative and fair tests with some support.</p> <p>Do *Make systematic and careful observations, using simple equipment *Use standard units when taking measurements</p>				

	<p>Record *With modelling and guidance, gather, record, classify and present data in a variety of ways to help to answer questions *With prompting, use various ways of recording, grouping and displaying evidence and suggest how findings may be tabulated</p> <p>Review *With prompting, suggest conclusions from enquiries *Suggest how findings could be reported</p>				
Vocabulary	leaf, flower, blossom, petal, fruit, root, bulb, seed trunk, branch, stem, water, light, air, nutrients, soil, fertiliser, grow, healthy, transported, life cycle, pollination, seed formation, seed dispersal	Rock, stone, pebble, boulder, soil, fossils, grains, crystals, texture, absorb water, let water through, marble, chalk, granite, sandstone, slate, sandy soil, clay, soil, chalky soil, peat	Light, light source, darkness, reflect, reflective, mirror, shadow, block, direction, transparent, opaque, translucent	Force, contact force, non contact force, magnetic force, magnet, strength, bar/ring/button/horseshoe magnets, attract, repel, magnetic material, metal, iron, steel, non magnetic, poles, north/south pole	Nutrition, food types, carbohydrates, protein, vitamins and minerals, fat, sugar, fruits and veg, dietary fibre, water, balanced diet, skeleton, muscles, support, protection, movement, names of bones, vertebrate, invertebrate
	Previous vocab plus scientific enquiry changes over time, notice patterns, secondary sources, comparative tests, fair tests, careful, accurate, observations, equipment, gather, measure, record, data, evidence, results, keys, bar charts, table, results, conclusions, predictions, support, thermometers				
Key Questions	How do plants pollinate? What is inside a plant?	Are all rocks the same? Why and how are they different? How can rocks and fossils inform us about the past?	How can you change the length of a shadow?	How can forces help us reach our goals? How have forces been used throughout history? How do magnets work? Why do some items attract and some repel?	How do our bodies work? What happens to our food once we have eaten it? What do animals and humans need to survive and can they survive without these?
Assessment	Assessment on Insight every term as well as lesson by lesson observations based on knowledge, skills and key questions outlined above Peer and self-assessment opportunities Option to use White Rose End of Block assessments at teachers discretion				
Cross Curricular Links/Character Education	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together Art and Design/Design Technology – reflective playground signs and clothing for cycle school	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together	Spiritual – learning about the world around them and reflecting on experiences. Social – cooperating and working together DT – link to food and nutrition – making healthy soup

