

Year 3/P4

Units

NC Objectives covered

Movement and Feeding

- **(K)** 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
- **(K)** Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- **(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **(WS)** Asking relevant questions and using different types of scientific enquiries to answer them
- **(WS)** Setting up simple practical enquiries, comparative and fair tests
- **(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **(WS)** Using straightforward scientific evidence to answer questions or to support their findings.

Light and Shadows

- **(K)** Recognise that they need light in order to see things and that dark is the absence of light
- **(K)** Notice that light is reflected from surfaces
- **(K)** Recognise that shadows are formed when the light from a light source is blocked by a solid object
- **(K)** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- **(K)** Find patterns in the way that the size of shadows change.
- **(WS)** Setting up simple practical enquiries, comparative and fair tests
- **(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **(WS)** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

What Plants Need

- **(K)** 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
- **(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **(WS)** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **(WS)** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **(WS)** Identifying differences, similarities or changes related to simple scientific ideas and processes
- **(WS)** Setting up simple practical enquiries, comparative and fair tests
- **(WS)** Using straightforward scientific evidence to answer questions or to support their findings.
- **(WS)** Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Rocks and Soils

- **(K)** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- **(K)** Describe in simple terms how fossils are formed when things that have lived are trapped within rock



- **(K)** Recognise that soils are made from rocks and organic matter.
 - **(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - **(WS)** Setting up simple practical enquiries, comparative and fair tests
- Parts of Plants
- **(K)** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
 - **(K)** Investigate the way in which water is transported within plants
 - **(K)** Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
 - **(WS)** Asking relevant questions and using different types of scientific enquiries to answer them
 - **(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - **(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - **(WS)** Using straightforward scientific evidence to answer questions or to support their findings.
- Magnets and Forces
- **(K)** Compare how things move on different surfaces
 - **(K)** Notice that some forces need contact between two objects, but magnetic forces can act at a distance
 - **(K)** Describe magnets as having two poles
 - **(K)** Predict whether two magnets will attract or repel each other, depending on which poles are facing.
 - **(K)** Observe how magnets attract or repel each other and attract some materials and not others
 - **(K)** 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
 - **(WS)** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
 - **(WS)** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
 - **(WS)** Setting up simple practical enquiries, comparative and fair tests
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