

Year 3 Curriculum

<u>Autumn</u>		<u>Spring</u>		<u>Summer</u>	
Tribal Tales - History	Climate Zones and Weather- Geography	Our Continent - Geography	Gods and Mortals – History	Urban Pioneers (History)	Tremors(Geography)
Light	Animals Including Humans	Plants	Plants	Forces	Rocks
Science Objectives	Key knowledge	Core Vocabulary		POP tasks	Links to Curriculum Drivers
<p><u>Throughout the year</u> Working Scientifically: ~ Asking relevant questions ~ Set up simple practical enquires ~make systematic observations and take accurate measurements ~Gather, record, classify, and present data ~Record findings using scientific language, drawings, diagrams etc. ~ Report on findings from enquiries, including oral and written explanations ~ Use results to draw simple conclusions, make predictions and suggest improvements ~ Identify differences, similarities or changes related to scientific ideas.</p>		<p>KS1 Vocab: question, answer, observe, observing, equipment, identify, classify, sort, group, record – diagram, chart, map, data, compare, contrast, describe, biology, chemistry, physics LKS2: Research – relevant questions, scientific enquiry comparative and fair test, systematic, careful observation, accurate measurements Equipment – thermometer, data logger Data – gather, record, classify, present Record – drawings, labelled diagrams, keys, bar charts, tables Oral and written explanations</p>			

		Conclusion, predications, differences, similarities, changes, evidence, improve, secondary sources, guides, keys, construct, interpret.			
Autumn 1 Light ~Recognise that light is needed to see ~ Notice light is reflected from surfaces ~ Recognise light from the sun can dangerous ~ Recognise how shadows are formed ~Find patterns in the way shadows change.	<p>We see objects because our eyes can sense light. Dark is the absence of light. We cannot see anything in complete darkness. Some objects, for example, the sun, light bulbs and candles are sources of light. Objects are easier to see if there is more light. Some surfaces reflect light. Objects are easier to see when there is less light if they are reflective.</p> <p>The light from the sun can damage our eyes and therefore we should not look directly at the sun and can protect our eyes by wearing sunglasses or sunhats in bright light.</p> <p>Shadows are formed on a surface when an opaque or translucent object is between a light source and the surface and blocks some of the light. The size of the shadow depends on the position of the source, object and surface.</p>	Year 3 light, light source, dark, reflection, reflect, reflective, ray, pupil, retina, shadow, opaque, translucent, transparent.	Basic: Describe the effect of light reflecting from surfaces. Advancing: Categorise surfaces in terms of their reflective properties. Deep: Always, sometimes, never? Dark surfaces do not reflect light as well as those that are light.	Wellbeing – staying safe in the sun	Torches Shoe boxes Reflective materials e.g. crisp packets
Summer 2 Rocks Compare and group different kinds of rocks ~Describe how fossils are formed	<p>Rock is a naturally occurring material. There are different types of rock e.g. sandstone, limestone, slate etc. which have different properties. Rocks can be hard or soft. They have different sizes of grain or crystal. They may absorb water. Rocks can be different</p>	Year 3 igneous rock, sedimentary rock, metamorphic rock, magma, lava, sediment, permeable, impermeable, fossilisation, palaeontology, erosion, permeates, erodes	Basic: Describe the properties igneous and sedimentary rocks.	Possibilities – archaeologist	Selection of rocks and fossils

<p>~ Recognise that soil is made from rocks.</p>	<p>shapes and sizes (stones, pebbles, boulders). Soils are made up of pieces of ground down rock which may be mixed with plant and animal material (organic matter). The type of rock, size of rock pieces and the amount of organic matter affect the property of the soil.</p> <p>Some rocks contain fossils. Fossils were formed millions of years ago. When plants and animals died, they fell to the seabed. They became covered and squashed by other material. Over time the dissolving animal and plant matter is replaced by minerals from the water.</p>		<p>Advancing: Explain the main differences between igneous and sedimentary rocks.</p> <p>Deep: Generalise: how can the hardness of a rock be related to its origins?</p>		
<p>Autumn 2 Animals Including Humans Year 1 ~ Identify and name a variety of common animals ~ Identify and name carnivores, herbivores and omnivores ~Describe and compare the structure of animals ~ Identify and name the basic parts of the human body. Year 2 : ~ Notice that animals have offspring ~ Describe basic needs of animals and humans. ~ Describe importance of staying healthy Year 3 ~Identify that animals need the right types and amount of nutrition and cannot make own nutrition</p>	<p>Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need. Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy. A piece of food will often provide a range of nutrients.</p> <p>Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.</p>	<p>sight, hearing, touch, taste, smell, human, amphibians, birds, fish, mammals, reptiles, carnivore, herbivore, omnivore, parts of the body Year 3 healthy, nutrients, energy, saturated fats, unsaturated fats, vertebrate, invertebrate, muscles, tendons, joints, human skeleton – bones carbohydrates, protein, fibre, fats, vitamins, minerals, water</p>	<p>Basic: Describe the role of skeleton and muscles in support, protection and movement.</p> <p>Advancing: Explain the relationship between the muscle groups as they relax and contract.</p> <p>Deep: Recommend</p>	<p>Possibilities – Marie Curie (x-rays)</p>	

<p>~ Identify that animals have skeletons and muscles and how they are used.</p>			<p>exercises that use each main muscle group in the human body.</p>		
<p>Summer 1 Forces ~Compare how things move on different surfaces ~ Notice some forces needs contact ~Observe how magnets attract or repel ~Compare and group together everyday materials based on magnetism ~ Describe magnets as having two poles ~ Describe whether two magnets will attract or repel.</p>	<p>A force is a push or a pull. When an object moves on a surface, the texture of the surface and the object affect how it moves. It may help the object to move better or it may hinder its movement e.g. ice skater compared to walking on ice in normal shoes.</p> <p>A magnet attracts magnetic material. Iron and nickel and other materials containing these, e.g. stainless steel, are magnetic. The strongest parts of a magnet are the poles. Magnets have two poles – a north pole and a south pole. If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. If two unlike poles, e.g. a north and south, are brought together they will pull together – attract.</p> <p>For some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees. Some forces can act at a distance e.g. magnetism. The magnet does not need to touch the object that it attracts.</p>	<p>Year 3 magnet, magnetic, magnetic field, poles, repel, attract, forces, friction, surface</p>	<p>Basic: Observe and describe how magnets attract or repel each other. Advancing: Experiment with iron filings to see how they act when magnets attract and repel each other. Deep: Explain the concept of magnetic fields and how magnets attract or repel one another when placed near each other.</p>	<p>Possibilities - Inventors</p>	<p>Magnets Range of magnetic and non-magnetic materials</p>

<p>Spring Plants</p> <p>Year 1 ~ Identify and name common plants ~ Identify and describe the basic structure of common flowering plants</p> <p>Year 2 ~ Observe and describe how seeds and bulbs mature ~ Describe what plants need to grow</p> <p>Year 3 ~ 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.</p>	<p>Many plants, but not all, have roots, stems/trunks, leaves and flowers/blossom. The roots absorb water and nutrients from the soil and anchor the plant in place. The stem transports water and nutrients/minerals around the plant and holds the leaves and flowers up in the air to enhance photosynthesis, pollination and seed dispersal. The leaves use sunlight and water to produce the plant's food. Some plants produce flowers which enable the plant to reproduce. Pollen, which is produced by the male part of the flower, is transferred to the female part of other flowers (pollination). This forms seeds, sometimes contained in berries or fruits which are then dispersed in different ways. Different plants require different conditions for germination and growth.</p>	<p>Year 1 - roots, stem, leaves, flowers, petals, fruit, seeds, bulbs, wild plants, garden plans, weeds, deciduous, evergreen, Year 2 – sunlight, water, temperature, nutrition, germination, sprout, shoot, seed dispersal</p>	<p>Basic: Observe and answer questions about how water is transported in plants. Advancing: Compare and contrast the conditions for growth for a range of different plants Deep: Create planting plan for a 1 metre square bed of flowers that will look its best three years from planning.</p>	<p>Community – Local environment</p>	<p>Flowers (carnations) or celery Food dye</p>
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