SCIENCE Key Stage 2 Year 3

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| **Key Stage** | **Strand** | **Objective** |  | **Science Topics used to deliver key** **skills** |
| KS 2 Y3 | Working Scientifically |
| KS 2 Y3 | Working Scientifically | Asking relevant questions and using different types of scientific enquiries to answer them.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Setting up simple practical enquiries, comparative and fair tests.  | Ongoing in the year |   |
| KS 2 Y3 | 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.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Identifying differences, similarities or changes related to simple scientific ideas and processes.  | Ongoing in the year |   |
| KS 2 Y3 | Working Scientifically | Using straightforward scientific evidence to answer questions or to support their findings.  | Ongoing in the year |   |

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| KS 2 Y3 | Plants | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.  | Summer 1 |   |
| KS 2 Y3 | 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.  | Summer 1 |   |
| KS 2 Y3 | Plants | Investigate the way in which water is transported within plants.  | Summer 1 |   |
| KS 2 Y3 | Plants | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  | Summer 1 |   |
| KS 2 Y3 | Animals |
| KS 2 Y3 | Animals | 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.  | Spring 2 |   |
| KS 2 Y3 | Animals | Identify that humans and some other animals have skeletons and muscles for support, protection and movement.  | Spring 2 |   |
| KS 2 Y3 | Rocks |
| KS 2 Y3 | Rocks | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.  | Spring 1 | Volcanoes  |
| KS 2 Y3 | Rocks | Describe in simple terms how fossils are formed when things that have lived are trapped within rock.  | Spring 1 | Volcanoes  |
| KS 2 Y3 | Rocks | Recognise that soils are made from rocks and organic matter.  | Spring 1 |  Volcanoes |
| KS 2 Y3 | Light |
| KS 2 Y3 | Light | Recognise that they need light in order to see things and that dark is the absence of light.  | Summer 2 |   |
| KS 2 Y3 | Light | Notice that light is reflected from surfaces.  | Summer 2 |   |
| KS 2 Y3 | Light | Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  | Summer 2 |   |
| KS 2 Y3 | Light | Recognise that shadows are formed when the light from a light source is blocked by a solid object.  | Summer 2 |   |
| KS 2 Y3 | Light | Find patterns in the way that the size of shadows change.  | Summer 2  |   |
| KS 2 Y3 | Forces |
| KS 2 Y3 | Forces | Compare how things move on different surfaces.  | Autumn |   |
| KS 2 Y3 | Forces | Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  | Autumn |   |
| KS 2 Y3 | Forces | Observe how magnets attract or repel each other and attract some materials and not others.  | Autumn |   |
| KS 2 Y3 | Forces | 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.  | Autumn |   |
| KS 2 Y3 | Forces | Describe magnets as having two poles.  | Autumn |   |
| KS 2 Y3 | Forces | Predict whether two magnets will attract or repel each other, depending on which poles are facing.  | Autumn |   |