



### Science learning Objectives: Year 3

<b>ANIMALS INCLUDING HUMANS</b>	
I can 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	
I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	
I can identify different muscles in our body and explain what they do	
I can classify food and understand a balanced diet	
<b>PLANTS</b>	
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	
I can 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	
I can investigate the way in which water is transported within plants	
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
<b>ROCKS</b>	
I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	
I can describe in simple terms how fossils are formed when things that have lived are trapped within rock	
I can recognise that soils are made from rocks and organic matter	
<b>LIGHT</b>	
I can recognise that we need light in order to see things and that dark is the absence of light	
I can notice that light is reflected from surfaces	
I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes	
I can recognise that shadows are formed when the light from a light source is blocked by a solid object	
I can find patterns in the way that the size of shadows change	
<b>FORCES AND MAGNETS</b>	
I can compare how things move on different surfaces	
I can notice that some forces need contact between two objects, but magnetic forces can act at a distance	
I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles	
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	
I can 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	

SCIENTIFIC SKILLS		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 2	SUMMER 2
Observation & Conclusion	<p><b>Choose what observations</b> to make</p> <p><b>Know</b> that questions can be answered in different ways</p> <p><i>Compare</i> what happened to what might have happened and give simple explanations</p> <p><b>Make</b> a precise series of observations and measurements</p> <p><b>Classify</b> simple features – flower, tree</p> <p><b>Examine</b> closely and question what is seen</p>						
Enquiry, Prediction, Testing	<p><b>Identify features of a fair test</b> and carry out a fair test with help</p> <p><b>Think of questions</b> to ask during testing</p> <p><b>Decide on approaches</b> to answer questions and suggest own ideas</p> <p><b>Select suitable equipment</b> <b>Suggest improvements</b> in their work Predict before testing</p> <p><b>Begin</b> to repeat observations and measurements</p>						
Data Collection	<p><b>Use books</b> and other sources of information</p> <p><b>Begin to suggest ways</b> to collect data</p> <p><b>Recognise</b> the importance of data collection</p> <ul style="list-style-type: none"> <li>• <b>Make suggestions</b> about how to collect data</li> <li>• <b>Use graphs</b> to find and interpret patterns</li> </ul>						
RECORDING	<p><b>Record and label sketches and diagrams</b>, sometimes with notes</p> <p><b>Use ICT to record results</b></p> <p><b>Begin to plot points for simple graphs</b></p>						