

Year 3 Science Curriculum at Upton Heath

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Overview	Animals including humans 	Rocks 	Forces and Magnets 		Plants 	Light 
Suggested Content	<p>Examine the structure of a skeleton (2)</p> <p>Describe the functions of a skeleton</p> <p>Examine how skeletons vary between animals (4)</p> <p>Describe how muscles and bones work together</p> <p>Compare strengths of muscles (6)</p> <p>Investigate voluntary and involuntary muscles</p> <p>Learn how to care for our bones</p>	<p>Understand what rocks are and how they can be classified</p> <p>Examine how rocks change (1)</p> <p>Understand what fossils are and the legacy of Mary Anning (3)</p> <p>Classify fossils by type</p> <p>Explain how fossils are formed</p> <p>Examine different types of soils and understand what it is made up of</p> <p>Examine absorption of different types of soil (5) (6)</p>	<p>Examine which types of objects are magnetic (4)</p> <p>Undertake experiments to measure the strengths of different magnets (2) (5)</p> <p>Understand how one magnet reacts to another</p> <p>Create a temporary magnet (1)</p> <p>Find out how magnets are used in real-life situations</p>		<p>Understand what a plant needs for growth (5)</p> <p>Describe the function of roots (1)</p> <p>Describe the function of the stem (6)</p> <p>Describe the function of leaves</p> <p>Describe the function of flowers</p> <p>Understand the life cycle of a plant</p> <p>Compare how plants disperse their seeds (3)</p>	<p>Examine different sources of light (3)</p> <p>Examine how light changes in our classroom over time (1a) (1b)</p> <p>Understand how light allows us to see different objects</p> <p>Experiment with how light travels through different materials</p> <p>Vary the position, shape and size of a shadow (6)</p> <p>Understand the dangers of light and how you can protect yourself from them</p> <p>Examine different types of mirrors</p>
Observing over time	investigation to effect of sugary drinks on teeth	How does tumbling change a rock over time? (1)			What happens to celery when it is left in a glass of coloured water? (1)	When is our classroom the darkest? (1a)
Pattern seeking	Can people with longer femurs jump further?		Does the size and shape of a magnet affect how strong it is? (2)			
Research	How much sugar is in my drink?		Who was Mary Anning and what did she discover? (3)		What are all the different ways that seeds disperse? (3)	How does the Sun make light? (3)
Identifying & classifying	How Can we group the food that we eat?	Can you use an identical key to find the name of each rock in your collection?	Which materials are magnetic? (4)			How would you sort these light sources into natural and artificial?
Comparative tests		Which soil absorbs the most water? (5)	Which magnet is the strongest? (5)		Which conditions help seeds germinate faster? (5)	
Fair Tests		How does adding different amounts of sand to soil affect how quickly water drains through it?			How does the length of the carnation stem affect how long it takes for the food colouring to dye the petals? (6)	How does the distance between the shadow puppet and the screen affect the size of the shadow? (6)

