



Year 3: Programme of Study		Date Achieved
Working scientifically	Ask more relevant questions and use some types of scientific investigations to answer them.	
	Set up simple practical enquiries and am starting to understand the idea of fair testing.	
	Make observations and take measurements using standard units, using a wider range of equipment.	
	Gather, record and present data and findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	
	Use results to draw simple conclusions, make predictions, suggest improvements and ask further questions.	
	Identify basic differences, similarities or changes related to simple scientific ideas and processes.	
	Use straightforward scientific evidence to answer questions or to support my findings.	
Plants (Biology)	Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.	
	Know 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.	
	Understand how water is transported in plants.	
	Understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	
Animals (Biology)	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.	
	Identify that humans and some animals have skeletons and muscles for support, protection and movement.	
Rocks (Chemistry)	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	
	Understand and can describe simply how fossils are formed when things that have lived are trapped within rock.	
	Recognise that soils are made from rocks and organic matter.	
Light (Physics)	Understand that I need light in order to see things and that dark is the absence of light.	
	Know that light is reflected from surfaces and that light from the sun can be dangerous and there are ways to protect my eyes.	
	Understand that shadows are formed when the light from an object is blocked by a light source.	
	Can work out patterns that determine the size of shadows.	
Forces and magnets (Physics)	Compare how things move on different surfaces.	
	Understand that some forces need contact between two objects, but magnetic forces can act at a distance.	
	Observe how magnets attract or repel each other and attract some materials and not others.	
	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.	
	Understand that magnets have two poles and can predict whether two magnets will attract or repel each other, depending on which poles are facing.	