

**COATHAM CE PRIMARY SCHOOL**

**LONG-TERM (YEAR) PLAN**

<b>SUBJECT Science</b>				<b>YEAR GROUP 3</b>			
Half-Term	Aut1	Aut2	Spr1	Spr2	Summ1	Summ2	
<b>Statement of Intent</b>	<p>Rocks To be able to group different rocks and how they are formed</p>	<p>Rocks To be able to group different rocks and how they are formed</p> <p>Animals including humans To know that humans need the right types of nutrition</p>	<p>Animals including humans To know the importance of having skeletons and muscles</p> <p>Light To understand the need for light. To understand how shadows are formed and change in size</p>	<p>Forces and magnets To be able to compare different surfaces. To understand how a magnet works</p>	<p>Plants To understand to different functions of parts of a flowering plant</p> <p>To understand the life cycle of a plant</p>	<p>Plants To understand how water is transported in a plant</p> <p>working scientifically</p>	
<b>Key Curriculum Coverage</b>	<p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within the rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>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</p>	<p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>find patterns in the way</p>	<p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p>	<p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>investigate the way in which water is transported within plants</p> <p>setting up simple practical enquiries, comparative and fair tests</p> <p>making systematic and careful observations and taking accurate measurements</p> <p>gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</p>	

			that the size of the shadows change	predict whether 2 magnets will attract or repel each other, depending on which poles are facing			
<b>Key Vocabulary</b>	rock, fossil, soil, peat, sandy soil, chalky soil, clay soil, sedimentary, metamorphic, igneous	nutrition, nutrients, carbohydrates, proteins, vitamins and minerals, fibre, skeleton, bones, muscles, joints	light, dark, light source, transparent, translucent, opaque, shadow, reflect, mirror	force, magnetic force, magnet, attract, repel, poles, contact force, non-contact force	roots, stem/trunk, leaves, photosynthesis, pollen, pollination, seed formation, seed dispersal, germination	roots, stem/trunk, leaves, experiments, results, analysing data, comparing, fair test	