

COATHAM CE PRIMARY SCHOOL

LONG-TERM (YEAR) PLAN

SUBJECT Science				YEAR GROUP 3			
Half-Term	Aut1	Aut2	Spr1	Spr2	Summ1	Summ2	
Statement of Intent	Rocks To be able to group different rocks and how they are formed	Rocks To be able to group different rocks and how they are formed Animals including humans To know that humans need the right types of nutrition	Animals including humans To know the importance of having skeletons and muscles	Light To understand the need for light. To understand how shadows are formed and change in size	Forces and magnets To be able to compare different surfaces. To understand how a magnet works	Plants To understand to different functions of parts of a flowering plant To understand the life cycle of a plant To understand how water is transported in a plant working scientifically	
Key Curriculum Coverage	compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within the rock recognise that soils are made from rocks and organic matter	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 other animals have skeletons and muscles for support, protection and movement	recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by a solid object find patterns in the way that the size of the shadows change	compare how things move on different surfaces notice that some forces need contact between 2 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 describe magnets as	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers 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 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal investigate the way in which water is transported within plants	

					having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and taking accurate measurements gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	
Key Vocabulary	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	Protein, skeleton, bones, muscles, joints, protection, movement,	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, experiments, results, analysing data, comparing, fair test	