



## Science Progression of Knowledge and Skills – Year 3

	Working Scientifically	Knowledge	Vocabulary
Year 3	Plants	Plants	
	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser</li> <li>• discovering how seeds are formed by observing the different stages of plant life cycles over a period of time</li> <li>• Looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</li> <li>• They might observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>• 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.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	Roots, stem / trunk, leaves and flowers, air, light, water, nutrients, Transported, lifecycle, pollination, seed formation, seed dispersal, nutrition, structure, functions, evaporation
	Animals including humans	Animals including humans	
	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• Identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons.</li> <li>• They might compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat.</li> <li>• They might research different food groups and how they keep us healthy and design meals based on what they find out.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify that humans and some other animals have skeletons and muscles for support and protection, and movement.</li> </ul>	Skeletons, muscles, protection, functions, nutrition, humans, carbohydrates, dairy, proteins, fruit, vegetables, diet, healthy, balanced, energy, vertebrate, invertebrate, joints, tendons, bones
	Rocks	Rocks	
	<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• Observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them.</li> <li>• Pupils might research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks based on their appearance and simple physical properties.</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within a rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul>	Fossils, metamorphic, igneous, sedimentary, trapped, organic, topsoil, subsoil, magma, lava, sediment, permeable, impermeable, absorbent, non-absorbent, natural, manmade, fossilisation, erosion, sediment, minerals, weathering.





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<ul style="list-style-type: none"> <li>• Pupils could explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water.</li> <li>• They can raise and answer questions about the way soils are formed.</li> <li>• Pupils could explore different kinds of rocks and soils, including those in the local environment.</li> </ul>		
Light	Light	
<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• looking for patterns in what happens to shadows when the light source moves.</li> <li>• Investigating the distance between the light source and the object changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>• Find patters in the way that the size of shadows change.</li> </ul>	<p>reflected, surfaces, opaque, transparent, translucent, absence, reflect, straight lines, shadow, measure, formed, change, blocked, dark, darkness</p>
Forces and Magnets	Forces and Magnets	
<p>Pupils might work scientifically by:</p> <ul style="list-style-type: none"> <li>• comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions.</li> <li>• Exploring the strengths of different magnets and finding a fair way to compare them.</li> <li>• Sorting materials into those that are magnetic and those that are not.</li> <li>• Looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another.</li> <li>• Identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• 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.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p>Attract, repel, poles, Magnetic Forces, attraction. North south, friction, surface, magnet, magnetic field, contact</p>





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