

Long Term Plan: Science Key Stage 2 / Year 3



| Autumn | Spring | Summer |
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| <p>Rocks and Soil</p> <p>Pupils compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Pupils explain and describe how fossils are formed when things that have lived are trapped within rock. They look at Mary Anning’s contribution to palaeontology and recognise that soils are made from rocks and organic matter.</p> | <p>Forces and Magnets</p> <p>Pupils compare how things move on different surfaces and notice that some forces need contact between two objects, but magnetic forces can act at a distance. They compare how things move on different surfaces and investigate how a toy car moves over lots of different surfaces. Pupils observe how magnets attract or repel each other and attract some materials and not others. They compare and sort materials into magnetic and non magnetic groups. Pupils describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles they are facing.</p> | <p>Plants</p> <p>Pupils identify and describe the functions of different parts of flowering plants. They explore the requirements of plants for life and growth. Pupils use their investigative skills to learn how water is transported within plants. They explore the part that flowers play in the life cycle.</p> |
| <p>Light and Shadow</p> <p>Pupils recognise that shadows are formed when the light from a light source is blocked by an opaque object and notice that light is reflected from surfaces. To investigate light and shadow, pupils create a shadow puppet. They investigate light sources and learn that light travels in straight lines. They investigate how shadows change in length and position throughout the day and that light is reflected from surfaces. Pupils use a mirror to reflect light and explain how mirrors work. They learn that UV light from the sun can be damaging.</p> | <p>Animals including humans</p> <p>Pupils learn that humans (including animals) have skeletons and muscles for support, protection and movement and learn about adaptation. Pupils identify that animals, including humans, need the right types and amount of nutrition. They learn that they cannot make their own food and they get nutrition from what they eat.</p> | |