

**Beit Shvidler Primary School – Science skills progression document Year 3**

What are the aims and intentions of this curriculum?		Year 3			
That children: <ul style="list-style-type: none"> <li>• are allowed to explore and discover the science in the world around them.</li> <li>• are provided with the opportunities to develop their curiosity and to ask questions.</li> <li>• are taught the skills they need to find answers to their own questions.</li> </ul>					
Term	Topic	Knowledge	Skills		Assessment
	Rocks  <b>What is underground?</b>  <b>Rocks, soils and fossils</b>	Know how different rocks can be compared and grouped according to appearance and simple properties. Know that fossils are formed when things that have lived are trapped within rock. Know that soils are made from rocks and organic matter.	Observe Describe Compare Research	Identify Group/classify Investigate (fair test)	
	Animals Including Humans  <b>What is important for living things to survive?</b>	Know that animals, including humans: <ul style="list-style-type: none"> <li>• need the right type and amount of nutrition</li> <li>• cannot make their own food</li> <li>• get nutrition from what they eat.</li> </ul> Know that humans and some other animals have skeletons and muscles for support, protection, and movement.	Research Classify Compare Ask – enquiry questions Devise Investigate Identify (patterns)		
	Forces and Magnets  <b>What are forces and magnets?</b>	Know that things move differently on different surfaces Know that some forces need contact between 2 objects, but magnetic forces can act at a distance. Know some materials which are attracted to a magnet. Know that magnets have 2 poles. Know which poles will attract or repel.	Record data Devise (an investigation) Investigate	Explore Notice Sort/classify Measure e.g., strength of magnet	

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	<p>Light</p> <p><b>What is light?</b></p>	<p>Know that they need light to see things.          Know that the dark is the absence of light.          Know that light can be reflected from surfaces.          Know that light from the sun can be dangerous and that there are ways to protect their eyes.          Know that shadows are formed when the light from a light source is blocked by a solid object.          Know that there are patterns in the way that the size of shadows changes.</p>	<p>Explore          Observe          Sort          Measure          Record          Conclude          Report          Investigate</p>	<p>Notice          (patterns)          Describe          Ask (questions          to be          investigated)</p>	
	<p>Plants</p> <p><b>What do plants need to grow?</b></p>	<p>Know the functions of different parts of flowering plants:</p> <ul style="list-style-type: none"> <li>• Roots, stem/trunk</li> <li>• Leaves</li> <li>• Flowers</li> </ul> <p>Know the requirements of plants for life and growth:</p> <ul style="list-style-type: none"> <li>• Air</li> <li>• Light</li> <li>• Water</li> <li>• Nutrients from soil</li> <li>• Room to grow</li> </ul> <p>Know how water is transported in plants.          Know the part played by flowers in the life cycle of a flowering plant (including pollinations, seed formation and seed dispersal).</p>	<p>Observe          Notice          Describe          Classify          Identify          Predict          Devise (set-up)          Measure          Record          Report          Present          Research</p>		
	<p>Sustainability</p> <p><b>What is food waste?</b></p>	<p>Know origins of food.          Know the link between food production and waste.          Know where food waste can occur along the food supply chain.          Know the impact of food waste in landfills.          Know ways to prevent food waste, composting as a way to reduce food waste.</p>	<p>Explore          Identify          Investigate          Consider          Discuss          Ask questions</p>		