



Year 3				
BIOLOGY		CHEMISTRY	PHYSICS	
ANIMALS INCLUDING HUMANS	PLANTS	ROCKS	FORCES	LIGHT
<ul style="list-style-type: none"> <li>• Skeleton and muscles</li> <li>• Nutrition</li> <li>• Exercise and health</li> </ul>	<ul style="list-style-type: none"> <li>• Plant life</li> <li>• Basic structure and functions</li> <li>• Life cycle</li> <li>• Water transportation</li> </ul>	<ul style="list-style-type: none"> <li>• Fossil formation</li> <li>• Compare and group rocks</li> <li>• Soil</li> </ul>	<ul style="list-style-type: none"> <li>• Different forces</li> <li>• Magnets</li> </ul>	<ul style="list-style-type: none"> <li>• Reflections</li> <li>• Shadows</li> </ul>
<p>• I can 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><i>Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water</i></p> <p>• I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p><i>Skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints</i></p>	<p>• I can identify and describe the functions of different parts of flowering plants: <i>roots, stem/trunk, leaves and flowers,</i></p> <p>• I can 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><i>Photosynthesis</i></p> <p>• I can investigate the way in which water is transported within plants</p> <p>• I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p><i>pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)</i></p>	<p>• I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p><i>Rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, marble, chalk, granite, sandstone, slate</i></p> <p>• I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p><i>Fossil</i></p> <p>• I can recognise that soils are made from rocks and organic matter</p> <p><i>Soil, peat, sandy/chalk/clay soil</i></p>	<p>• I can compare how things move on different surfaces</p> <p>• I know that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p><i>Force, push, pull, twist, contact force, non-contact force</i></p> <p>• I can observe how magnets attract or repel each other and attract some materials and not others</p> <p><i>Magnetic material, metal, iron, steel, poles</i></p> <p>• I can 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><i>Magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, metal, iron, steel, poles</i></p> <p>• I can describe magnets as having two poles</p> <p><i>North pole, south pole</i></p> <p>• I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><i>Attract, repel</i></p>	<p>• I recognise that I need light in order to see things and that dark is the absence of light</p> <p><i>Light, light source, dark, absence of light</i></p> <p>• I know that light is reflected from surfaces</p> <p><i>Reflect, mirror, shiny, matt</i></p> <p>• I recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p><i>Sunlight, dangerous</i></p> <p>• I recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p><i>Transparent, translucent, opaque, shiny, matt, surface, shadow</i></p> <p>• I can find patterns in the way that the sizes of shadows change.</p>