**Science Medium Term Plan-Year 3**

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| **Our Changing World** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: How do leaves change through the year?** | Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers | Record findings using simple scientific language, drawing and labelled diagrams | Observation over time |
| **2: What seeds can we find through the year?** | 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 | Record findings using simple scientific language, drawings and labelled diagrams | Observation over time |
| **3: How do flowers change through the year?** | Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers | Record findings using simple scientific language, drawings and labelled diagrams | Observation over time |
| **4: What colour are berries?** | Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers | Record findings using simple scientific language, drawings and labelled diagrams | Grouping and classifying things |
| **5: How often do insects visit plants?** | Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables | Noticing patterns |
| **6: What plants grow in the school grounds during the year?** | 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 | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Noticing patterns |
| **7: How do sunflower seeds and plants grow and change over time? – Part 1** | 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 | Setting up simple practical enquiries, comparative and fair tests | Observing changes over time |
| **8:How do different varieties of sunflower plants grow and change over time? – Part 2** | 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 | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | Observation over time |
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| **Module 1: How does your Garden Grow?** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What do we know about plants?** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Asking relevant questions and using different types of scientific enquiries to answer them | Exploration |
| **2: What do we know about leaves?** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Identifying differences, similarities or changes related to simple scientific ideas and processes | Grouping and classifying |
| **3: What would happen if a plant lost its leaves** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Setting up simple practical enquiries, comparative and fair tests (Lesson 3); gathering, recording, classifying and presenting data in various ways to help answer questions (by end of Lesson 11). | Carrying out comparative and fair tests |
| **4: Are all roots the same?** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables | Grouping and classifying |
| **5: Where does the water go?** | Investigate the way in which water is transported within plants | Using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests | Observing over time |
| **6: Why do plants need stems?** | Investigate the way in which water is transported within plants; identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | Observing over time and using secondary sources of information |
| **7: Where do new plants come from?** | Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables | Using secondary sources of information |
| **8: What do flowers have in common?** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers; explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Identifying differences, similarities or changes related to simple scientific ideas and processes | Grouping and classifying |
| **9: What do the bees do?** | Explore the part bees play in the lifecycle of flowering plants, including pollination, seed formation and seed dispersal | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | Using secondary sources |
| **10: How are seeds dispersed?** | Explore the part flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal | Identifying differences, similarities or changes related to simple scientific ideas and processes | Using secondary sources |
| **11: Can plants survive without leaves?** | Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers | Using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests | Carrying out comparative and fair |
| **12: Am I the perfect plant?** | Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | n/a |
| **Enrichment Lesson 1: How amazing are some plants?** | Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers | Reporting on findings from enquiries, including oral and written explanations | Using secondary sources of information |
| **Enrichment Lesson 2: Why are some flowers brightly coloured?** | Explore the part that flowers play in the life cycle of flowering plants, including pollination | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Pattern seeking and grouping and classifying |
| **Enrichment Lesson 3: How can we save bees?** | Explore the part that flowers play in the life cycle of flowering plants, including pollination | Reporting on findings from enquiries, including oral and written explanations | Using secondary sources of information |
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| **Module 2: Rock Detectives** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What different types of rock are there?** | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Record findings using simple scientific language and drawings | Grouping and classifying |
| **2: Which rock is which?** | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; asking relevant questions and using different types of scientific enquiries to answer them | Grouping and classifying |
| **3: How are rocks used around our school?** | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Grouping and classifying |
| **4: Are all rocks as hard as one another?** | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Using straightforward scientific evidence to answer questions, or to support their findings | Carrying out comparative and fair tests |
| **5: Are all rocks waterproof?** | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties | Using straightforward scientific evidence to answer questions, or to support their findings; setting up simple practical enquiries, comparative and fair tests | Carrying out simple and comparative fair tests |
| **6: How do rocks change over time?** | Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; recognise that soils are made from rocks and organic matter | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Observing changeover time |
| **7: How is soil made?** | Recognise that soils are made from rocks and organic material | Using straightforward scientific evidence to answer questions, or to support their findings | Grouping and classifying |
| **8: Why do some soils hold water?** | Recognise that soils are made from rocks and organic material | Using straightforward scientific evidence to answer questions, or to support their findings | Grouping and classifying |
| **9: What is a fossil anyway?** | Describe in simple terms how fossils are formed when things that have lived are trapped within rock. | Identifying differences, similarities, or changes related to simple scientific ideas and processes | Grouping and classifying |
| **10: How are fossils formed?** | Describe in simple terms how fossils are formed when things that have lived are trapped within rock | Identifying differences, similarities or changes related to simple scientific ideas and processes | Using secondary sources |
| **11: Where and how are fossils found?** | Describe in simple terms how fossils are formed when things that have lived are trapped within rock | Using straightforward scientific evidence to answer questions or to support their findings | Finding things out using secondary sources of information |
| **Enrichment Lesson 1 Who was Mary Anning and how did she become a famous fossil hunter?** | Describe in simple terms how fossils are formed when things that have lived are trapped within rock | Report on findings from enquiries, including oral and written explanations, displays or presentations of results | Finding things out using secondary sources of information |
| **EL3: Do plants need water?** Performing simple tests Carrying out simple | Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Performing simple tests Carrying out simple | Carrying out simple comparative and fair tests |
| **EL4: Do seeds and plants need soil?** Observe and describe how seeds and bulbs grow into | Observe and describe how seeds and bulbs grow into mature plants, and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy | Gathering and recording data to help in answering questions | Carrying out simple comparative and fair tests |

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| **Module 3: Can You See Me?** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What do we need to see?** | To recognise that they need light in order to see things and that dark is the absence of light | Setting up simple practical enquiries | Grouping and classifying things |
| **2: Which is the shiniest?** | Notice that light is reflected from surfaces | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Grouping and classifying |
| **3: How can we make it easier to be seen at night?** | Recognise that we need light in order to see things and that dark is the absence of light; notice that light is reflected from surfaces | Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | Grouping and classifying |
| **4: What do mirrors do?** | Notice that light is reflected from surfaces | Using results to draw simple conclusions, make predictions for new values | Looking for patterns |
| **5: How can I make a shadow?** | Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Looking for patterns |
| **6: Can you change the shape of a shadow?** | Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object | Recording findings in a variety of ways to help in answering questions and implementing investigations | Noticing patterns |
| **7: Can you change the size of a shadow?** | Find patterns in the way that the size of shadows change | Identifying differences, similarities or changes related to simple scientific ideas | Noticing patterns |
| **8: What makes the best sunglasses?** | Recognise that shadows are formed when the light from a light source is blocked by a solid (opaque) object | Setting up simple practical enquiries, comparative and fair tests; making accurate measurements using standard units, using a range of equipment, for example, thermometers and data loggers | Setting up simple comparative and fair tests |
| **9: Making sunglasses** | Recognise that light from the sun can be dangerous and that there are ways to protect their eyes | Recognise that light from the sun can be dangerous and that there are ways to protect their eyes | n/a |
| **10. Enrichment Lesson 1: Are you safe in the sun?** | Recognise that light from the sun can be dangerous and that there are ways to protect their eyes | Using straightforward scientific evidence to answer questions or support their findings | Using secondary sources of information |
| **Enrichment Lesson 2: How can we keep the gerbils in the dark?** | Recognise that they need light in order to see things and that dark is the absence of light | Setting up simple practical enquiries, comparative and tests, making accurate measurements using standard units, using a range of equipment, for example, thermometers and data loggers | Setting up simple comparative and fair tests |
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| **Module 4: The Power of Forces** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: How can you make it start?** | Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance | Identifying differences, similarities or changes related to simple scientific ideas and processes. |  |
| **2: What’s making it move?** | Notice that some forces need contact between two objects but magnetic forces can act at a distance | Setting up simple practical enquiries, comparative and fair tests | Comparative and fair tests |
| **3: How well can an object slide on different materials?** | Compare how things move on different surfaces | Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions | Carrying out simple comparative and fair tests |
| **4: Which materials are magnetic?** | 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 | Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions | Grouping and classifying |
| **5: What can magnets do?** | Notice that some forces need contact between two objects, but magnetic forces can act at a distance | Recording ﬁndings using simple scientiﬁc language, drawings, labelled diagrams, keys, bar charts and tables | Carrying out simple comparative and fair tests |
| **6: How strong are the magnets?** | Observe how magnets attract or repel each other and attract some materials and not others | Reporting on ﬁndings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | Carrying out simple comparative and fair tests |
| **7: How do magnets affect eachother?** | Observe how magnets attract or repel each  other and attract some materials and not others;describe magnets as having two poles; predict whether two magnets will attract or repel eachother, depending on which poles are facing | Making systematic and careful observations | Exploration |
| **EL1: Why do things slow down?** | Compare how things move on different surfaces | Using straightforward scientific evidence to answer questions or to support their ﬁndings | Comparative tests |
| **EL2: How fast can you complete a lap?** | Notice that some forces need contact between two objects, but magnetic forces can act at a distance | Taking accurate measurements using standard units, using a range of equipment | Comparative and fair tests |
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| **Module 5: Amazing Bodies** | | | |
| **Lesson number and name** | **National Curriculum** | **Working Scientifically Links** | **Scientific Enquiry Type** |
| **1: What would you need to survive?** | Identify those 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 | Asking relevant questions | Exploration |
| **2: What do we need to eat to stay healthy?** | Identify those 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 | Identifying differences, similarities or changes related to simple | Grouping and classifying |
| **3: How does an adventurer stay healthy** | Identify those 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 | Gathering, recording, classifying and presenting data in a variety of ways to help answer questions | Grouping and classifying |
| **4: Why do we have a skeleton?** | Identify that humans and some animals have skeletons and muscles for support, protection, and movement | Using straightforward scientific evidence to answer questions, or to support their findings | Grouping and classifying |
| **5: Can you design a new vertebrate species?** | Identify that humans and some animals have skeletons and muscles for support, protection and movement | Reporting on findings from enquiries, including oral and written explanations, displays or presentation of results and conclusions | Using secondary sources of information |
| **6: How do muscles help us move?** | Identify that humans and some animals have skeletons and muscles for support, protection and movement | Gathering, recording, classifying and presenting data in a variety of ways. | Grouping and classifying |
| **7: Do our bodies affect how well we do things?** | Identify that humans and some animals have skeletons and muscles for support, protection and movement | Asking relevant questions and using different types of scientific enquiries to answer them; setting up simple practical enquiries, comparative and fair tests | Looking for patterns |
| **8: How good are we at different activities?** | Identify that humans and some animals have skeletons and muscles for support, protection and movement | Using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further results | Looking for patterns |
| **9: How does an adventurer stay healthy?** | 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 | Gathering, recording, classifying and presenting data in a variety of ways to help answer questions | Grouping and classifying |
| **Enrichment Lesson 1: What food will you need to take to the Arctic?** | 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 | Using results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further results | Using secondary source of information |
| **Enrichment Lesson 2: What lived in the past?** | Identify that humans and some animals have skeletons and muscles for support, protection and movement | Using straightforward scientific evidence to answer questions, or to support their findings | Using secondary source of information |
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