Year 3 Science progression document

Working Scientifically skills which will be taught throughout the year.

Key Stage 2 (Years 3 and 4)

- WS1: Asking relevant questions and using different types of scientific enquiries to answer them
- WS2: Setting up simple practical enquiries, comparative and fair tests
- WS3: Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- WS4: Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- WS5: Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- WS6: Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- WS7: Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- WS8: Identifying differences, similarities or changes related to simple scientific ideas and processes

Working Scientifically Vocabulary:

Question, Prediction, Method, Enquiry, Comparative, Fair Test, Observation, Pattern Seeking, Data, Record, Identify, Classify, Variables, Measurements, Accuracy, Anomaly

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Forces** F1: I can compare how things move on different surfaces. F2:I can notice that some forces need contact between two objects, but magnetic forces	**Forces** F3: I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles.	**Animals including humans** A1: 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	**Plants** P1: I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. P2: I can explore the requirements of plants for life and growth (air, light,	**Rocks** R1: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. R2: I can describe in simple terms how fossils are	**Light** L1: I can recognise that they need light in order to see things and that dark is the absence of light. L2: I can notice that light is reflected from surfaces. L3: I can recognise that light from the

	can act at a distance. I can predict whether two magnets will attract or repel each other, depending on which poles are facing. F4: 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.	nutrition from what they eat. A2: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	water, nutrients from soil, and room to grow) and how they vary from plant to plant. P3: I can investigate the way in which water is transported within plants. P4: I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	formed when things that have lived are trapped within rock R3: I can recognise that soils are made from rocks and organic matter.	sun can be dangerous and that there are ways to protect their eyes. L4: I can recognise that shadows are formed when the light from a light source is blocked by a solid object. L5: I can find patterns in the way that the size of shadows change.
	Compare Surfaces Magnet Magnetic Force Push Pull Contact Attract Repel Poles (North and South) Distance Friction Resistance	Compare Surfaces Magnet Magnetic Force Push Pull Contact Attract Repel Poles (North and South) Distance Friction Resistance	Bones Muscles Ribs Skeleton Scull Support Protection Movement Nutrients Herbivore Carnivore Omnivore Teeth Canine Incisor Molar Diet	Air Light Water Soil Nutrients Reproduction Seed formation Seed dispersal Germination Pollination Transportation Species Location (photosynthesis) Life cycle Function	Rocks Soil Sandstone Limestone Sedimentary Igneous Metamorphic Granite Marble Pumice Slate Crystals Properties Permeable Hardness Fossils Organic matter	Light Dark Shadows Blocking Mirror Reflect Reflective Reflection Absence of light protect

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