




Year Three		Intent	Implementation	Impact
		It is our intention all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Scientific vocabulary will be embedded within a broad and balanced curriculum.	In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school. The school gives full coverage of, 'The National Curriculum programmes of study and 'Understanding of the World' in the EYFS. Teachers will build on our children's natural curiosity developing a scientific approach to problems. We promote the skills of investigation, observing, predicting, experimenting, communicating, interpreting, explaining and evaluating and develop the use of scientific language, recording and techniques.	The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills which equip them to progress from their age related starting points, and within their everyday lives.
Plants	Animals including humans	Rocks	Light	Forces and Magnets
I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	I can recognise that they need light in order to see things and that dark is the absence of light.	I can compare how things move on different surfaces.
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. Investigate the way in which water is transported within plants.		I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.	I can notice that light is reflected from surfaces.	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.



I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		I can recognise that soils are made from rocks and organic matter.	I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	<p>I can observe how magnets attract or repel each other and materials.</p> <p>I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, identifying magnetic materials</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>I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p>I can describe magnets as having two poles</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>



Lower Key Stage Two  
Year Three

### Lower Key Stage 2 National Curriculum Aims

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

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