







Science			Year 3		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
 <p>DRAG FORCE</p> <p>Forces and Magnets:</p>	 <p>Rocks:</p>	 <p>Animals including humans:</p>	 <p>Light</p>	 <p>Plants:</p>	 <p>Plants:</p>
<p>L.I: To understand that a push or a pull is a force and find examples during the Roman era.</p> <p>L.I: To compare how things move on different surfaces with the introduction of Roman roads.</p> <p>L.I: To observe that some forces need contact between two objects but not others.</p> <p>L.I: To observe how magnets attract and repel each other.</p> <p>L.I: To compare everyday materials on the basis of whether they are magnetic.</p> <p>L.I: To sort and classify different materials using magnets.</p>	<p>L.I: To examine different rocks in order to describe, compare and contrast their properties.</p> <p>L.I: To compare and group different rocks according to their appearance and simple physical properties.</p> <p>L.I: To investigate properties of different rocks (e.g. porosity, density, durability, hardness, waterproof).</p> <p>L.I: To understand where rocks come from and the different types of rock formation.</p> <p>L.I: To explain how fossils came to be formed.</p> <p>L.I: To explain that soils are made from rock and organic matter.</p>	<p>L.I: To identify the food groups and how these benefit animals including humans.</p> <p>L.I: To explore the amounts of nutrition needed and understand that animals including humans cannot make their own food.</p> <p>L.I: To predict and investigate the amount of each nutritional group in a variety of foods.</p> <p>L.I: To identify that humans and some other animals have skeletons for support, protection and movement.</p> <p>L.I: To investigate how muscles move in pairs and that they support, protect and move the body.</p>	<p>L.I: To know that darkness is the absence of light.</p> <p>L.I: To identify sources of light and recognise fire as a natural source.</p> <p>L.I: To investigate how objects reflect different amounts of light.</p> <p>L.I: To notice that light is reflected from surfaces and design reflective strips for night safety.</p> <p>L.I: To explore how shadows are created and investigate their predictions.</p> <p>L.I: To investigate finding patterns in shape and size of a shadow using the Ancient Egyptian pyramids</p>	<p>L.I: To identify and describe the functions of different parts of a flowering plant.</p> <p>L.I: To explore the requirements of plants for life and growth.</p> <p>L.I: To investigate plants in the local area and their rates of growth, germination and flowering</p>	<p>L.I: To make predictions and plan an investigation to explore the requirements of plants for life and growth using given scientific questions.</p> <p>L.I: To observe and record results for the plant investigation and write a conclusion.</p> <p>L.I: To explore how plants have adapted to their habitats globally and how this helps them grow.</p> <p>L.I: To investigate the way in which water is transported in a plant.</p> <p>L.I: To understand the part that flowers play in the life cycle of flowering plants.</p>