Year Three

Unit 1 – Animals, including Humans
Unit 2 – Plants
Unit 3 – Rocks and Soils
Unit 4 – Light
Unit 5 – Forces and Magnets

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit 1 – Animals, including Humans	Unit 2 – Plants	Unit 3 – Rocks and Soils	Unit 4 – Light	Forest	Unit 5 – Forces and Magnets

Unit 1 – Animals, including Humans
1. LO: I can identify that humans have bones for support, protection and movement. How does our skeleton help us? 2. LO: I can set up a simple practical enquiry. LO: I can communicate my results. Do our bones affect what we can do? 3. LO: I can identify that humans have muscles for support, protection and movement. What do our muscles do? 4. LO: I can identify that some other animals have bones for support, protection and movement. Do all animals have the same skeleton?

5. LO: I can understand that animals, including humans, need the right type of nutrition. What types of nutrition do we need?
Unit 2 – Plants
1. LO: I can explore the requirements of plants for life and growth. What do plants need? 2. LO: I can identify, locate and describe the function of different parts of lowering plants. Do the different parts of the plant have a function? 3. LO: I can identify, locate and describe the function of the roots in plants. How do plants transport water? 4. LO: I can explore the part that flowers play in the life cycle of flowering plants, including pollination. How do plants reproduce? 5. LO: I can explore the part that flowers play in the life cycle of flowering plants, including seed formation and seed dispersal. How are seeds dispersed?
Unit 3 – Rocks and Soils
1. LO: I can compare and group together different kinds of rocks on the basis of their appearance. What are rocks? 2. LO: I can compare and group together different kinds of rocks on the basis of their physical properties. Are all rocks the same? 3. LO: I can explain how some rocks are formed.

How are rocks formed?

4. LO: I can explain how the Earth if made up of different layers of rocks and soils.
   Which rocks make up the Earth?
5. LO: I can investigate different soils.
   What are soils?
6. LO: I can describe how fossils are formed when things that have lived are trapped within rock.
   How are fossils formed?

Unit 4 – Light

1. LO: I can recognise that there needs to be light in order to see things and that darkness is the absence of light.
   What is a light source?
2. LO: I can notice that light is reflected from surfaces.
   What is reflected light?
3. LO: I can recognise that light from the Sun can be dangerous and that there are ways to protect your eyes and skin from the Sun.
   Is the Sun dangerous?
4. LO: I can recognise that shadows are formed when light from a light source is blocked by a opaque object.
   LO: I know that shows take on the shape of the opaque object.
   LO: I can predict where a shadow will form in relation to an opaque object and a light source.
   What is a shadow?
5. LO: I can find patterns in the way that the length of shadows change.

Does moving the light source above the object make the object's shadow longer?

6. LO: I can understand that light is reflected from surfaces (mirrors).
   How do mirrors work?

Unit 5 – Forces and Magnets

1. LO: I can compare how different things move.
   What is a force?
2. LO: I can plan and conduct a fair test to compare how objects move on different surfaces.
   Do objects move the same on different surfaces?
3. LO: I can explore how magnetic forces act at a distance.
   How do magnetic forces work?
4. LO: I can compare and group various everyday materials based on whether they are attracted to a magnet.
   Which materials are magnetic?
5. LO: I can predict whether two magnets will attract or repel each other, depending on which poles are facing.
   Do magnets attract each other?
6. LO: I can record my findings using simple scientific vocabulary.
   LO: I can use my results to draw simple conclusions.
   Are all magnets the same strength?