

Subject Area	Code	Programme of Study	Year 3 Love To Investigate Choices																					
			Are mushrooms deadly?	Do plants have legs?	Can you block magnetism?	How do fossils form?	How mighty are magnets?	What are flowers for?	What are our joints for?	What are sunglasses for?	What do owls eat?	What does friction do?	What is sand?	Why do shadows change?	What is soil?	Which is the juiciest fruit?	Why are trees tall?	Why do magnets attract and repel?	Why did learus fall from the sky?	Why do cat's eyes glow at night?	Is it safe to eat?	How do worms move?	How fast does water flow?	
Forces and Magnets	Sc FM 6 Y3	Predict whether two magnets will attract or repel each other, depending on which poles are facing.																✓						
Light	Sc L 1 Y3	Recognise that they need light in order to see things and that dark is the absence of light.																		✓				
Light	Sc L 2 Y3	Notice that light is reflected from surfaces.																		✓				
Light	Sc L 3 Y3	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.								✓														
Light	Sc L 4 Y3	Recognise that shadows are formed when the light from a light source is blocked by a solid object.												✓										
Light	Sc L 5 Y3	Find patterns in the way that the size of shadows change.												✓										
Plants	Sc P 1 Y3	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.							✓															
Plants	Sc P 2 Y3	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.		✓																				
Plants	Sc P 3 Y3	Investigate the way in which water is transported within plants.															✓							

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Plants	Sc P 4 Y3	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		✓				✓															
Rocks	Sc R 1 Y3	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.												✓									
Rocks	Sc R 2 Y3	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.				✓																	
Rocks	Sc R 3 Y3	Recognise that soils are made from rocks and organic matter.													✓								
Working Scientifically	Sc WS 1 LKS2	Ask relevant questions and using different types of scientific enquiries to answer them.	✓		✓															✓			✓
Working Scientifically	Sc WS 2 LKS2	Set up simple practical enquiries, comparative and fair tests.	✓	✓		✓							✓		✓					✓		✓	✓
Working Scientifically	Sc WS 3 LKS2	Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.									✓	✓	✓			✓	✓				✓	✓	
Working Scientifically	Sc WS 4 LKS2	Gather, record, classify and present data in a variety of ways to help in answering questions.	✓	✓				✓			✓				✓								

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Working Scientifically	Sc WS 5 LKS2	Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.					✓	✓			✓					✓	✓							
Working Scientifically	Sc WS 6 LKS2	Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.				✓			✓							✓				✓				
Working Scientifically	Sc WS 7 LKS2	Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.								✓			✓				✓	✓				✓		
Working Scientifically	Sc WS 8 LKS2	Identify differences, similarities or changes related to simple scientific ideas and processes.	✓		✓		✓			✓		✓			✓			✓						
Working Scientifically	Sc WS 9 LKS2	Use straightforward scientific evidence to answer questions or to support their findings.				✓			✓				✓	✓			✓			✓			✓	✓