Year 3
Plants

I have already learnt:

- ✓ *What plants need to grow and stay healthy*
- ✓ *To identify the basic structure of flowering plants*
- ✓ *To observe and describe how seeds and bulbs grow into mature plants*

I am learning to:	Date
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	
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	
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	

I am learning to be able to:	Date
ask relevant questions and using different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
gather, record, classify and present data in a variety of ways to help in answering questions	
record findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

photosynthesis, pollen, insect/wind pollination, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal)

Year 3
Rocks

I have already learnt:

✓ *To discuss features of my environment*

I am learning to:	Date
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	
describe in simple terms how fossils are formed when things that have lived are trapped within rock	
recognise that soils are made from rocks and organic matter	

I am learning to be able to:	Date
ask relevant questions and using different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
gather, record, classify and present data in a variety of ways to help in answering questions	
record findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	
identify differences, similarities or changes related to simple scientific ideas and processes	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

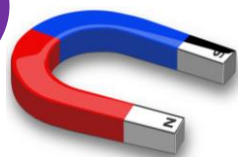
Scientific Understanding

WTS EXP GDS

Key Vocab

rock, soil, fossil, organic matter, grains, crystals, sedimentary rock

Year 3
Forces and magnets



I have already learnt:

✓ *That the shapes of some objects can be changed by applying force*

I am learning to:	Date
compare how things move on different surfaces	
notice that some forces need contact between 2 objects, but magnetic forces can act at a distance	
observe how magnets attract or repel each other and attract some materials and not others	
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	
describe magnets as having 2 poles	
predict whether 2 magnets will attract or repel each other, depending on which poles are facing	

I am learning to be able to:	Date
ask relevant questions and using different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
record findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	
use straightforward scientific evidence to answer questions or support my findings	
use results to draw simple conclusions	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

force, push, pull, twist, contact force, non-contact force, magnetic force, attract, repel, metal, north pole, south pole

Year 3
Animals, including humans

I have already learnt:

- ✓ *That animals have offspring that grow into adults*
- ✓ *About the basic needs of animals to survive*
- ✓ *About the importance of exercise, hygiene and eating the right amounts of foods*

I am learning to:	Date
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	
identify that humans and some other animals have skeletons and muscles for support, protection and movement	

I am learning to be able to:	Date
ask relevant questions and using different types of scientific enquires to answer them	
record findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	
use straightforward scientific evidence to answer questions or support my findings	
use results to draw simple conclusions	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

nutrition, diet, skeleton, muscles, protection, support, movement, bones, skull, shell

Year 3
Light

I have already learnt:

✓ *To make observations of the world around me*

I am learning to:	Date
recognise that they need light in order to see things and that dark is the absence of light	
notice that light is reflected from surfaces	
recognise that light from the sun can be dangerous and that there are ways to protect their eyes	
recognise that shadows are formed when the light from a light source is blocked by an opaque object	
find patterns in the way that the size of shadows change	

I am learning to be able to:	Date
ask relevant questions and using different types of scientific enquires to answer them	
set up simple practical enquiries, comparative and fair tests	
make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	
record findings using simple scientific language drawings, labelled diagrams, keys, bar charts and tables	
use results to draw simple conclusions	
report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

nutrition, diet, skeleton, muscles, protection, support, movement, bones, skull, shell