

## Year 3 Science

### Areas of Learning

- Plants: the functions of different parts of flowering plants; the requirements of plants for life and growth; the way in which water is transported within plants; the life cycle of flowering plants.
- Animals including humans: nutrition; skeletons and muscle systems.
- Rocks: comparing and grouping different kinds of rocks; how fossils are formed; soil formation.
- Light: how we see things; reflection; protecting our eyes; how shadows are formed and can change.
- Forces and magnets: friction; contact and non-contact forces; magnetic attraction and repulsion; magnetic and non-magnetic materials.

### Approaches to learning

- Pupils are encouraged to ask questions and use different types of scientific enquiries to try to find answers to them.
- They encounter comparative and fair tests, make careful observations and take accurate measurements. We examine the different ways of presenting and reporting scientific data and findings.
- Pupils are encouraged to suggest improvements to investigations and to raise further questions.
- Science is celebrated as an exciting quest for knowledge where the journey is the goal and the destination will forever remain a mystery.

### Examples of learning

The pupils often work in small groups, which promotes their collaboration skills and provides opportunities to scaffold their peers' understandings. Meaningful science activities, which are relevant to children's daily lives (such as finding out what constitutes a 'healthy diet'), allow children to make connections between what they already know and what they are learning. Whole class discussions promote children's awareness of the learning and concept development and allow for interesting tangents to be explored!

### References

National curriculum in England: primary curriculum, DfE, 2015  
Primary Curriculum 2014  
Teaching Science During the Early Childhood Years, Trundle, 2009