

Science in Year 3

Scientific Investigation

Investigation work should form part of the broader science curriculum. During Year 3, some of the skills your child might focus on include:

- Set up simple comparative tests, ensuring that they are carried out fairly
- Make systematic observations, using appropriate equipment and standard units
- Gather and record information to help to answer scientific questions
- Use results to draw simple conclusions or to raise further questions
- Use straightforward scientific evidence to answer questions

Plants

- Identify the basic functions of a plant's roots, stem/trunk, leaves and flowers
- Understand that plants need air, light, water, nutrients and room to grow
- Understand the role of flowers in the life cycle, including pollination and seed dispersal

Pollination is the act of reproduction in which pollen is transferred – usually to another plant – to make seeds. Seed dispersal is the distribution of seeds by actions such as sprinkling, through the wind, or by being eaten as part of a fruit.

Animals including Humans

- Know that animals get their nutrition from food, and need the right types and amounts of nutrition
- Identify that humans and some other animals have skeletons and muscles, and know their basic functions

Rocks

- Compare and group different types of rocks based on their appearance and properties
- Describe how fossils are formed
- Recognise that soils are made from rocks and organic material

At this level, rocks are often grouped into one of three categories:

Igneous: rocks formed from magma under the Earth's surface, often after a volcano, or deep underground.

Metamorphic: rocks formed under great heat or pressure under the Earth's surface, such as slate or marble.

Sedimentary: rocks formed where sediment builds up in deposits under lakes or oceans.

Light

- Recognise that we need light to see things
- Notice that light is reflected from surfaces
- Know how shadows are formed, and identify how the size of a shadow changes

Forces and Magnets

- Notice that some forces need contact to act, but that magnetic forces can act at a distance
- Observe how magnets attract or repel each other, describing magnets as having two poles
- Compare and group objects according to whether or not they are magnetic