LEAS PARK JUNIOR SCHOOL – Curriculum Progression Map

Year Group: 3 **Subject: Science**

Unit → / Curriculum Strand ↓	**Autumn** Plants (1) Rocks (2)	Spring Light (3)	Summer Animals including humans (4) Forces and Magnets (5)
Biology Plants (1) Animals including Humans (4)	Children can… • (1) investigate the way in which water is transported within plants. • (1) identify and describe the functions of different parts of flowering plants • (4) compare and group animals by their diet • (4) sort animals based on their skeletons • (4) explain how living things obtain food and state why animals, including humans need the right types of nutrients and that they cannot make their own food; they get nutrition from what they eat Children know… • (1) the requirements of plants for life and growth and how this varies from plant to plant • (1) the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • (4) why we need muscles to move • (4) the names and functions of bones • (4) the three main functions of the skeleton		
Chemistry Rocks (2)	Children can… • (2) compare and group different kinds of rocks on the basis of their appearance and simple physical properties • (2) describe how fossils are formed when things that have lived are trapped within rock Children know… • (2) what a fossil is • (2) that soils are made from rocks and organic matter •		
Physics Light (3) Forces and Magnets (5)	Children can… • (3) notice that light is reflected from surfaces and investigate what makes some surfaces more reflective than others • (3) use a mirror to reflect light and explain how mirrors work • (3) investigate which materials block light to form shadows • (3) find patterns when investigating that shadows change size • (5) identify the forces acting on objects • (5) investigate the effects of friction on different surfaces • (5) sort and identify magnetic and non-magnetic materials and compare how things move on different surfaces		

	• (5) investigate the strength of magnets • (5) predict whether two magnets will attract or repel each other, depending on which poles are facing. Children know… • (3) that light from the sun can be dangerous and that there are ways we can protect our eyes • (3) that you need light to see things and that dark is the absence of light • (3) that shadows are formed when a light source is blocked by an opaque object • (5) that magnetic forces can act at a distance whereas some forces need contact • (5) that magnets attract some materials and not others • (5) that magnets have two poles and that two magnets will attract or repel each other depending on which poles are facing
Working Scientifically	Children can… • (1-5) ask relevant questions and using different types of scientific enquiries to answer them ((1) Observing changes over time; grouping and classifying, (2) noticing patterns; grouping and classifying; fair tests; (3) comparative and fair tests, (4) noticing patterns, (5) fair tests) • (1-5) set up simple and practical enquiries, comparative and fair tests • (1,2) use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • (1, 2) use straightforward scientific evidence to answer questions to support their findings • (1-5) report on findings from enquiries, including oral and written explanation and conclusions • (2,3) make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including rulers and measuring jugs • (1-5) gather, record, classify and present data in a variety of ways • (1-5) record findings using simple scientific language, drawings (1), labelled diagrams (1,3), keys, bar charts (5) and tables (5) • (4,5) identify differences, similarities or changes related to simple scientific ideas and processes