Year 3 Program of Study Science

**Sc3/1    Working Scientifically**

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

Sc4/1.1    asking relevant questions and using different types of scientific enquiries to answer them

Sc4/1.2    setting up simple practical enquiries, comparative and fair tests

Sc4/1.3    making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers

Sc4/1.4    gathering, recording, classifying and presenting data in a variety of ways to help in answering questions

Sc4/1.5    recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

Sc4/1.6    reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Sc4/1.7    using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Sc4/1.8    identifying differences, similarities or changes related to simple scientific ideas and processes

Sc4/1.9    using straightforward scientific evidence to answer questions or to support their findings.

**Sc3/2.1    Plants**

Sc3/2.1a    identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

Sc3/2.1b    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

Sc3/2.1c    investigate the way in which water is transported within plants

Sc3/2.1d    explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

**Sc3/2.2    Animals including humans**

Sc3/2.2a    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

Sc3/2.2b    identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**Sc3/3.1    Rocks**

Sc3/3.1a    compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

Sc3/3.1b    describe in simple terms how fossils are formed when things that have lived are trapped within rock

Sc3/3.1c    recognise that soils are made from rocks and organic matter.

**Sc3/4.1    Light**

Sc3/4.1a    recognise that they need light in order to see things and that dark is the absence of light

Sc3/4.1b    notice that light is reflected from surfaces

Sc3/4.1c    recognise that light from the sun can be dangerous and that there are ways to protect their eyes

Sc3/4.1d    recognise that shadows are formed when the light from a light source is blocked by a solid object

Sc3/4.1e    find patterns in the way that the size of shadows change.

**Sc3/4.2    Forces and Magnets**

Sc3/4.2a    compare how things move on different surfaces

Sc3/4.2b    notice that some forces need contact between 2 objects, but magnetic forces can act at a distance

Sc3/4.2c    observe how magnets attract or repel each other and attract some materials and not others

Sc3/4.2d    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

Sc3/4.2e   describe magnets as having 2 poles

Sc3/4.2f    predict whether 2 magnets will attract or repel each other, depending on which poles are facing.