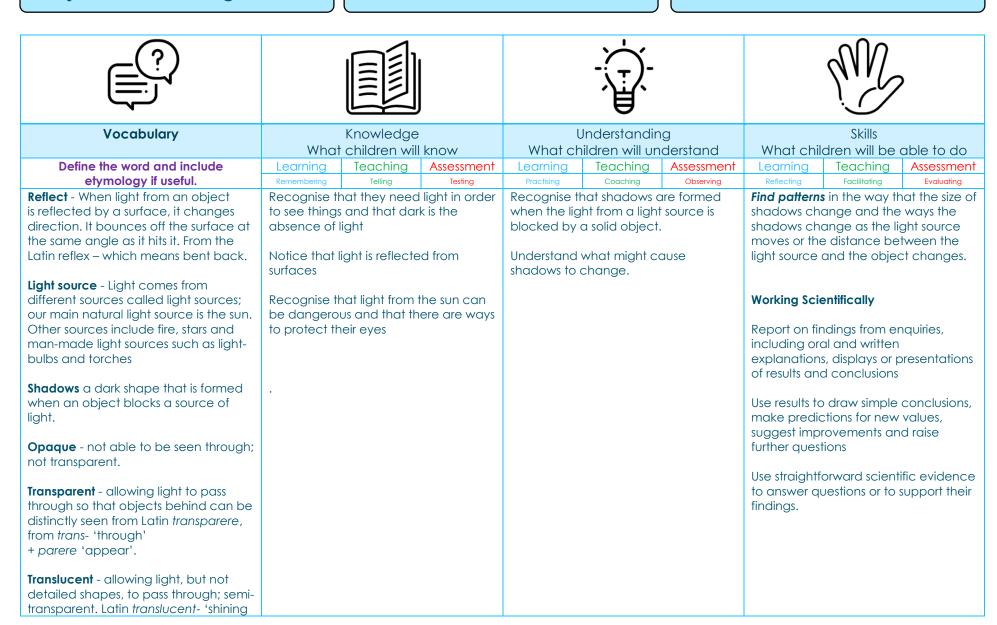
# Orton Wistow Primary School – Curriculum Plan

Subject: Science - Light

Year: 3

Term: Autumn



through',	from the	verb tr	ansli	ucere
from trans	s- 'througl	h' + <i>Iuc</i>	cere	'to
shine'.				

# Orton Wistow Primary School - Curriculum Plan

**Subject: Science - Rocks** 

Year: 3

Term: Autumn









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Vocabulary	\ \ / I	Knowledge		Understanding			Skills		
		children will			ildren will ur			dren will be	
Define the word and include	Learning	Teaching	Assessment	Learning	Teaching	Assessment	Learning	Teaching	Assessment
etymology if useful.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating
Rocks - the solid mineral material forming part of the surface of the earth and other similar planets, exposed on the surface or underlying the soil.  Soil - the upper layer of earth in which plants grow, a black or dark brown material typically consisting of a mixture of organic remains, clay, and rock particles.  Fossils - the remains or impression of a prehistoric plant or animal embedded in rock and preserved in petrified form. A Latin word meaning dug up.  Grains - Rocks are solid at room temperature. They are made of grains that fit together. Each grain in a piece of rock is made from a mineral, which is a chemical	formed whe are trapped  Recognise the	simple terms h n things that h within rock hat soils are m ganic matter.	nave lived ade from	different kind their appear properties Explore diffe	nd group tog ds of rocks on rance and sin rent soils and nd difference:	the basis of nple physical identify	buildings an how and who changed on Use a hand identify and to whether the and whether the Research are living things sedimentary fossils are for Investigate and are rubbed	lens or micros classify rocks hey have gra r they have fo and discuss diffe whose fossils of rock and exp	cope to according ns or crystals assils in them. erent kinds of are found in allore how



compound. The grains in a rock can have different colours, shapes and sizes.

**Crystals** - a special kind of solid material where the molecules fit together in a repeating pattern. This pattern causes the material to form all sorts of unique shapes. From Greek *krustallos meaning* 'ice or a mineral resembling it.

**Absorbent** – how well a substance can soak up water. From the Latin verb Absorbere – which means swallow up.

#### **Working Scientifically**

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

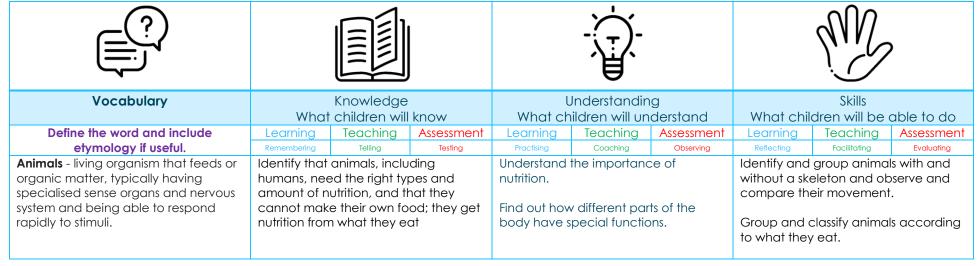
Use straightforward scientific evidence to answer questions or to support their findings.

### Orton Wistow Primary School - Curriculum Plan

Subject: Science – Animals inc Humans

Year: 3

Term: Spring





**Nutrition** - the process of providing or obtaining the food necessary for health and growth.

**Fruit** - the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.

**Vegetables** a plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean

**Dairy** containing or made from milk.

**Protein** - Protein builds, maintains, and replaces the tissues in your body. Your <u>muscles</u>, your organs, and your <u>immune system</u> are made up mostly of protein.

**Fat** natural oily substance occurring in animal bodies, especially when deposited as a layer under the skin or around certain organs.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils should be introduced to the main body parts associated with the skeleton and muscles.

#### **Working Scientifically**

Set up simple practical enquiries, comparative and fair tests

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

# Orton Wistow Primary School - Curriculum Plan

Subject : Science – Forces and Magnets

Year: 3

Term: Spring











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Vocabulary	What	Knowledge children wil			Jnderstandir nildren will ur	_	What chi	Skills Idren will be	able to do
Define the word and include etymology if useful.  Attract - to pull to or draw toward oneself or itself  Repel - to push away or force back.  Magnet A magnet is an object that is made of materials that create a magnetic field. Magnets have at least one north pole and one south pole  Force - A force is a push or pull that causes a change in speed, direction or shape. All forces come in pairs, no force exists by itself.	Learning Remembering Compare had different surf Notice that to between two forces can accompare had accompared to the compared	Teaching Teiling Dow things moveraces  some forces no objects, but act at a distant w magnets attant and attract soers describe no	Assessment Testing We on  need contact the magnetic factor repelome materials	Practising Predict when attract or rep depending a Compare ar variety of ev basis of when a magnet, a magnetic m  Explore the k	Teaching  Coaching ther two mag pel each othe on which pole and group toge eryday mate ther they are and identify so	Assessment Observing nets will er, es are facing. ether a rials on the attracted to ome  d everyday	Learning Reflecting Compare he and group to the move on difference of questions.  Explore the magnets and them.  Working Science of the second	Teaching Facilitating ow different the them.  In them.  In the them is the them is the find how fire the surface data to find a strengths of diad find ways to the them.  In the them is the them is the find the them is the find ways to the them is the find the find them is the find the find them is the find the find them is the	Assessment Evaluating  ings move  of far things es and gather enswers to  fferent ocompare  aquiries, es and present to help in
							language, c	ings using simp drawings, labe eys, bar chart	lled

# Orton Wistow Primary School - Curriculum Plan

Subject: Science – Animals inc Humans

Year: 3

Term: Spring



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Vocabulary	Knowledge What children will			Inderstandin ildren will un		What chi	Skills Idren will be	able to do
Define the word and include etymology if useful.  Animals - living organism that feeds or organic matter, typically having specialised sense organs and nervous system and being able to respond rapidly to stimuli.  Nutrition - the process of providing or obtaining the food necessary for health and growth.  Fruit - the sweet and fleshy product of a tree or other plant that contains seed and can be eaten as food.  Vegetables a plant or part of a plant used as food, such as a cabbage, potato, turnip, or bean  Dairy containing or made from milk.  Protein - Protein builds, maintains, and replaces the tissues in your body. Your muscles, your organs, and your immune system are made up mostly of protein.  Fat natural oily substance occurring in animal bodies, especially when deposited as a layer under the skin or around certain organs.	Learning Teaching Remembering Telling Identify that animals, inclu humans, need the right tyl amount of nutrition, and the cannot make their own for nutrition from what they end that they end to the control of the co	Assessment Testing  ding oes and nat they od; they get at  some other ad muscles d	Learning Practising Understand to nutrition.  Find out how	Teaching Coaching the importance different par pecial function	Assessment Observing the of	Learning Reflecting Identify and without a sk compare the Group and to what the Working Science Set up simple comparative Gather, receded an a vector of the comparation of the Record find language, compared to the comparation of the comparat	Teaching Facilitating I group animal eleton and obtain movement classify animally eat.  entifically e practical ere and fair test ord, classify animally eight and fair test	Assessment Evaluating  Ils with and observe and t.  Is according  Inquiries, s  Indipresent to help in  Indiple scientific elled



# Orton Wistow Primary School - Curriculum Plan

Subject: Science - Plants

Year: 3

Term: Summer



Vocabulary



Knowledge

What children will know

Learnina



**Understandina** 

What children will understand

Teachina | Assessment

Learnina



Define the word and include
etymology if useful.

Seed - the unit of reproduction of a flowering plant, capable of developing into another such plant. roots, stem/trunk, leaves and flowers

**Bulb** - a rounded underground storage organ present in some plants, notably those of the lily family, consisting of a short stem surrounded by fleshy scale leaves or leaf bases, lying dormant over winter.

**Plant** - a living organism typified by arowing in a permanent site, that absorbs water and inorganic matter through its roots and uses photosynthesis through its leaves.

**Temperature** - the degree or intensity of heat

Remembering Telling Identify and describe the functions of different parts of flowering plants:

Teachina Assessment

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to arow) and how they vary from plant to plant

Practising Coaching Observing Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

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.

	SKIIIS	
What child	dren will be d	able to do
Learning	Teaching	Assessment
Peflecting	Eacilitating	Evaluating

Compare the effect if different factors on plant growth e.g. the amount of light, the amount of fertiliser.

#### **Working Scientifically**

Ask relevant questions and using different types of scientific enquiries to answer them

Identify differences, similarities or changes related to simple scientific ideas and processes

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers



<b>Environment</b> - the surroundings or conditions in which a person, plant or animal lives or operates.		
<b>Nutrition -</b> the process of providing or obtaining the food necessary for health and growth.		

