

Year Three	Number: Place Value, 4 Operations & Fractions	Geometry: Shape	Measures: Length & Perimeter, Mass & Volume, Money & Time	Statistics
<p style="text-align: center;">Plants</p> <ul style="list-style-type: none"> -identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -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 -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. 	<ul style="list-style-type: none"> -Report the effects of the different conditions using their multiplication and division facts or fractions, e.g. <i>The plant with no water was 3 times smaller (or a third of the size) of the plant with water.</i> 	<ul style="list-style-type: none"> -Discuss how different seed shapes make them better for different types of seed dispersal. 	<ul style="list-style-type: none"> -Use standard units (cm and mm) to measure the effects of different conditions for growth. 	<ul style="list-style-type: none"> -Record findings of different growth conditions in a table and on a graph.
<p style="text-align: center;">Animals inc. Humans</p> <ul style="list-style-type: none"> -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 -identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<ul style="list-style-type: none"> -Look at the nutrition tables on food packaging; compare the nutritional value of different foods. -Compare the average height of 7 year olds in Britain compared to children in Africa or areas of the world where children are malnourished. 	<ul style="list-style-type: none"> - Think about how the shape of the different bones in our skeleton help them to do their job. -Use positional language to identify where bones are located. 	<ul style="list-style-type: none"> -Investigate the lengths of different body parts, e.g. do all children who are 7 have the same length arms? - True or false: the longer your legs, the further you can jump? Use cm and mm to accurately measure jump length. 	<ul style="list-style-type: none"> -Use a table to collect data about different limb lengths. - Investigate do people with the longest legs jump the furthest? Record and create a bar chart to show the findings.
<p style="text-align: center;">Light</p> <ul style="list-style-type: none"> -recognise that they need light in order to see things and that dark is the absence of light -notice that light is reflected from surfaces -recognise that light from the sun can be dangerous and that there are ways to protect their eyes -recognise that shadows are formed when the light from a light source is blocked by a solid object -find patterns in the way that the size of shadows change. 	<ul style="list-style-type: none"> -Use the data collected from a shadow investigation to spot patterns, e.g. <i>The shadow increased by 2 cm between 1pm and 2pm.</i> 	<ul style="list-style-type: none"> -Discuss the changes in the shape of shadows throughout the day. 	<ul style="list-style-type: none"> -Measure the length of shadows formed at different times of the day (cm and mm). - Draw around a shadow to look at how the size of the shadow changes. <i>N.b area not taught until year 4.</i> 	<ul style="list-style-type: none"> -Plot the shadow size in a bar chart to look for patterns in the data.
<p style="text-align: center;">Rocks</p> <ul style="list-style-type: none"> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. 		<ul style="list-style-type: none"> -Sort rocks based on their properties, record in a simple table. 	<ul style="list-style-type: none"> -Explore different soils by investigating the volume of water each one absorbs. 	<ul style="list-style-type: none"> -Create a Carroll diagram to show differences and similarities in different types of rocks.
<p style="text-align: center;">Forces & Magnets</p> <ul style="list-style-type: none"> -compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -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 -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> -Calculate the differences between the friction data to support conclusions, e.g. <i>I know that the car travelled over the tiles 10 seconds faster than over the carpet.</i> 	<ul style="list-style-type: none"> -Sort everyday objects into whether they are attracted to a magnet or not. 	<ul style="list-style-type: none"> -Measure the friction between different shoes and surfaces using a Newton metre. Phizzi enquiry: slippy shoes The Ogden Trust 	<ul style="list-style-type: none"> - Record findings in a table. -Represent on a bar graph. -Create a simple table to predict and then test whether magnets will repel or attract each other.

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