

Y3 Science Bundle 2020-21

Year 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Autumn	07.09.20	14.09.20	21.09.20	28.09.20	05.10.20	12.10.20	19.10.20	02.11.20	09.11.20	16.11.20
Winter	23.11.20	30.11.20	07.12.20	14.12.20	04.01.21	11.01.21	18.01.21	25.01.21	01.02.21	08.02.21
				Christmas						
Spring	22.02.21	01.03.21	08.03.21	15.03.21	22.03.21	29.03.21	19.04.21	26.04.21	03.05.21	10.05.21
Summer	17.05.21	24.05.21	07.06.21	14.06.21	21.06.21	28.06.21	05.07.21	12.07.21	19.07.21	

	WORKING SCIENTIFICALLY	CYCLE ONE: Chemistry	CYCLE TWO: Physics (A)	CYCLE TWO: Physics (B)	CYCLE THREE: Biology	CYCLE FOUR: Biology
Y3	<p>Pupils Should be Taught to:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make 	<p>ROCKS AND SOILS</p> <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their simple, physical properties. Relate the simple physical properties of some rocks to their formation (igneous or sedimentary). Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock. Recognise that soils are made from rocks and organic matter. 	<p>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. 	<p>FORCES AND 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. 	<p>ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat. Identify that humans and some animals have skeletons and muscles for support, protection and movement. 	<p>PLANTS</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

	<p>predictions for new values, suggest improvements and raise further questions</p> <ul style="list-style-type: none">• identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.					
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Week	Y3 CYCLE ONE CHEMISTRY: ROCKS AND SOILS	
	Lesson Content	Vocabulary
1	Vocabulary	Working Scientifically: test (v) identify (v) classify (v) observe (v) compare (v) measure (v) record (v) data (n) enquire (v) investigate (v) answer (v) suggest (v) report (v) explain (v) predict (v) conclude (v)
2	Recall from Y2: N/A Teach for Y3: Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container) * *Y4 NC Non-Statutory	
3	Recall from Y2: N/A Teach for Y3: Compare (classify) and group materials together, according to whether they are solids, liquids or gases. *Y4 NC Statutory	
4	Recall from Y2: N/A Teach for Y3: Compare and group together different kinds of rocks on the basis of their simple, physical properties.	
5	Recall from Y2: N/A Teach for Y3: Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).	
6	Contingency Week	
7	Recall from Y2: N/A Teach for Y3: Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.	
8	Recall from Y2: N/A Teach for Y3: Pupils might work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time* *Y3 NC Non-Statutory	
9	Recall from Y2: N/A Teach for Y3: Recognise that soils are made from rocks and organic matter.	
10	Contingency Week	

Tier 2/3 chemistry
 States of matter
 material
 solid
 liquid
 gas
 physical properties
 igneous
 sedimentary
 fossil
 organic

Week	Y3 CYCLE TWO PHYSICS A: LIGHT & PHYSICS B: FORCES AND MAGNETS	
	Lesson Content	Vocabulary
1	Vocabulary	Working Scientifically: test (v) identify (v) classify (v) observe (v) compare (v) measure (v) record (v) data (n) enquire (v) investigate (v) answer (v) suggest (v) report (v) explain (v) predict (v) conclude (v)
2	Recall from Y2: Explain, using a variety of sources of light, that we see things because light travels from them to our eyes. Teach for Y3: Recognise that they need light in order to see things and that dark is the absence of light.	
3	Recall from Y2: N/A Teach for Y3: 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.	
4	Contingency Week/Christmas	
5 Quiz	Recall from Y2: N/A Teach for Y3: 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.	
6	Recall from Y3: N/A Teach for Y4: 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.	
7	Recall from Y3: N/A Teach for Y4: Compare how things move on different surfaces. Define a force. Notice that some forces need contact between two objects, but magnetic forces can act at a distance.	
8	Recall from Y3: N/A Teach for Y4: Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles.	
9	Recall from Y3: N/A Teach for Y4: Predict whether two magnets will attract or repel each other, depending on which poles are facing.	
10 Quiz	Contingency Week	

Week	Y3 CYCLE THREE BIOLOGY: ANIMALS INCLUDING HUMANS			
	Lesson Content	Vocabulary		
1	Vocabulary		Working Scientifically: test (v) identify (v) classify (v) observe (v) compare (v) measure (v) record (v) data (n) enquire (v) investigate (v) answer (v) suggest (v) report (v) explain (v) predict (v) conclude (v)	
2	Recall from Y2: Describe the importance for humans of (exercise,) eating the right amounts of different types of food (and hygiene). Teach for Y3: Identify that animals, including humans, need the right types and amounts of nutrition.	Tier 2/3 biology nutrition diet balance skeleton vital organs vertebrae pelvis joints muscle support protection movement		
3	Recall from Y2: N/A Teach for Y3: Identify that animals, including humans, cannot make their own food so get nutrition from what they eat.			
4	Recall from Y2: Describe the importance for humans of eating the right amounts of different types of food. Teach for Y3: Investigate and discuss the importance, for humans, of a balanced diet.			
5 Quiz	Contingency Week			
6	Recall from Y1: Describe and compare the structure of common animals including invertebrates. Teach for Y3: Discuss the importance of skeletons and muscles. Identify that humans and some animals have skeletons and muscles for support, protection and movement.			
7	Recall from Y1: Identify, name and label the basic parts of the human body. Teach for Y3: Examine the features of the human skeleton which protect vital organs (heart, lungs, brain etc.) including the skull and the rib cage.			
8	Recall from Y2: N/A Teach for Y3: Investigate and identify the (basic) features of the human skeleton which enable support and (dynamic) movement including muscles and joints: the spine/vertebrae, pelvis, knees, ankles, elbows and wrists.			
9	Recall from Y2: N/A Teach for Y3: Identify (in comparison to humans) the features of animals' skeletons and muscles and examine their function including support, protection and movement.			
10 Quiz	Contingency Week			

Y3 CYCLE FOUR BIOLOGY: PLANTS			
Week	Lesson Content	Vocabulary	
1	Vocabulary	Working Scientifically: test (v) identify (v) classify (v) observe (v) compare (v) measure (v) record (v) data (n) enquire (v) investigate (v) answer (v) suggest (v) report (v) explain (v) predict (v) conclude (v)	Tier 2/3 biology stems roots flower petals leaves/leaf function requirements nutrient life cycle transport pollination formation dispersal
2	Recall from Y1: Identify and describe the structure of a variety of common plants, including roots, stem/trunk, leaves and flowers. Teach for Y3: Identify (and label) different parts of flowering plants: roots, stem, leaves and flowers.		
3	Recall from Y2: N/A Teach for Y3: Describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.		
4	Recall from Y2: Describe how plants need water, light and a suitable temperature to grow and stay healthy. Teach for Y3: Explore the requirements of plants for life and growth: air, light, water, nutrients from soil, and room to grow.		
5 Quiz	Recall from Y2: Describe how plants need water, light and a suitable temperature to grow and stay healthy. Teach for Y3: 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.		
6	Contingency Week		
7	Recall from Y2: N/A Teach for Y3: Investigate the way in which water is transported within plants.		
8	Recall from Y2: Observe and describe how seeds grow into mature plants. Teach for Y3: Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		
9 Quiz	Recall from Y2: Observe and describe how seeds grow into mature plants. Teach for Y3: Compare the life cycles of different flowering plants, comparing pollination, seed formation and seed dispersal strategies		
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