

Year Three	Number: Place Value, 4 Operations & Fractions	Geometry: Shape	Measures: Length & Perimeter, Mass & Volume, Money & Time	Statistics
<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>-identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>-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</li> <li>-investigate the way in which water is transported within plants</li> <li>-explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>-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></li> </ul>	<ul style="list-style-type: none"> <li>-Discuss how different seed shapes make them better for different types of seed dispersal.</li> </ul>	<ul style="list-style-type: none"> <li>-Use standard units (cm and mm) to measure the effects of different conditions for growth.</li> </ul>	<ul style="list-style-type: none"> <li>-Record findings of different growth conditions in a table and on a graph.</li> </ul>
<p style="text-align: center;"><b>Animals inc. Humans</b></p> <ul style="list-style-type: none"> <li>-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</li> <li>-identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ul style="list-style-type: none"> <li>-Look at the nutrition tables on food packaging; compare the nutritional value of different foods.</li> <li>-Compare the average height of 7 year olds in Britain compared to children in Africa or areas of the world where children are malnourished.</li> </ul>	<ul style="list-style-type: none"> <li>- Think about how the shape of the different bones in our skeleton help them to do their job.</li> <li>-Use positional language to identify where bones are located.</li> </ul>	<ul style="list-style-type: none"> <li>-Investigate the lengths of different body parts, e.g. do all children who are 7 have the same length arms?</li> <li>- True or false: the longer your legs, the further you can jump? Use cm and mm to accurately measure jump length.</li> </ul>	<ul style="list-style-type: none"> <li>-Use a table to collect data about different limb lengths.</li> <li>- Investigate do people with the longest legs jump the furthest? Record and create a bar chart to show the findings.</li> </ul>
<p style="text-align: center;"><b>Light</b></p> <ul style="list-style-type: none"> <li>-recognise that they need light in order to see things and that dark is the absence of light</li> <li>-notice that light is reflected from surfaces</li> <li>-recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>-recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>-find patterns in the way that the size of shadows change.</li> </ul>	<ul style="list-style-type: none"> <li>-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></li> </ul>	<ul style="list-style-type: none"> <li>-Discuss the changes in the shape of shadows throughout the day.</li> </ul>	<ul style="list-style-type: none"> <li>-Measure the length of shadows formed at different times of the day (cm and mm).</li> <li>- Draw around a shadow to look at how the size of the shadow changes. <i>N.b area not taught until year 4.</i></li> </ul>	<ul style="list-style-type: none"> <li>-Plot the shadow size in a bar chart to look for patterns in the data.</li> </ul>
<p style="text-align: center;"><b>Rocks</b></p> <ul style="list-style-type: none"> <li>-compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>-describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>Recognise that soils are made from rocks and organic matter.</li> </ul>		<ul style="list-style-type: none"> <li>-Sort rocks based on their properties, record in a simple table.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore different soils by investigating the volume of water each one absorbs.</li> </ul>	<ul style="list-style-type: none"> <li>-Create a Carroll diagram to show differences and similarities in different types of rocks.</li> </ul>
<p style="text-align: center;"><b>Forces &amp; Magnets</b></p> <ul style="list-style-type: none"> <li>-compare how things move on different surfaces</li> <li>-notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>-observe how magnets attract or repel each other and attract some materials and not others</li> <li>-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</li> <li>-describe magnets as having two poles</li> <li>-predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<ul style="list-style-type: none"> <li>-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></li> </ul>	<ul style="list-style-type: none"> <li>-Sort everyday objects into whether they are attracted to a magnet or not.</li> </ul>	<ul style="list-style-type: none"> <li>-Measure the friction between different shoes and surfaces using a Newton metre.</li> <li><a href="#">Phizzi enquiry: slippy shoes   The Ogden Trust</a></li> </ul>	<ul style="list-style-type: none"> <li>- Record findings in a table.</li> <li>-Represent on a bar graph.</li> <li>-Create a simple table to predict and then test whether magnets will repel or attract each other.</li> </ul>

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