



Year 3 Science Subject Map



Animals Including Humans	Rocks and Soils	Plants	Forces and Magnets	Light	Investigation Focus
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DRIVER WORDS

EYFS	Year 1	Year 2	Year 3	Year 4
Observe, Ask questions, Name,	Sort, Record, Label, Describe, Compare	Identify, Explore, Observe, Understand, Find out, Recognise	Enquire, Gather, Classify, Present, Draw conclusions, Identify differences and similarities, Find and use evidence, Investigate , Predict	Measure, Use scientific language, Find patterns, Construct, Interpret, Research, Associate

WORKING SCIENTIFICALLY AGE RELATED EXPECTATIONS

1. **Ask** relevant questions and using different types of scientific enquiries to answer them.
2. Set up simple practical enquiries, comparative and fair tests.
3. Make organised and careful **observations** and, where appropriate, **taking accurate measurements** using standard units, using a range of equipment, including thermometers and data loggers.
4. **Gather, record, classify** and **present** data in a variety of ways to help in answering questions.
5. **Record** findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
6. **Report** on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
7. **Use results** to **draw simple conclusions, make predictions** for new values, suggest improvements and ask further questions.
8. **Identify differences, similarities** or changes related to simple scientific ideas and processes.
9. **Use simple scientific evidence** to answer questions or to support their findings.

SCIENTIFIC VOCABULARY

answer, **biologist**, biology, change, **characteristics**, chart, **chemist**, chemistry, classify, compare, conclusion, **contrast, criteria**, data, **diagram**, discuss, effect, **evaluate, evidence**, experiment, fair test, forces, growth, identify, **investigate**, materials, measure, move, observe, **physicist**, physics, predict, pull, push, question, record, research, scientist, seasons, sort, surface, table, test, temperature, **theory**, time, working scientifically

UNIT RELATED EXPECTATIONS

PLANTS

10. **Identify** and **describe** the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
11. **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.
12. **Investigate** the way in which water is transported within plants.
13. **Explore** the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

ANIMALS INCLUDING HUMANS

14. **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.
15. **Identify** that humans and some other animals have skeletons and muscles for support, protection and movement.

ROCKS AND SOILS

16. **Compare** and **group together/classify** different kinds of rocks on the basis of their appearance and simple physical properties.
17. **Describe** in simple terms how fossils are formed when things that have lived are trapped within rock.
18. **Recognise** that soils are made from rocks and organic matter.

LIGHT

19. **Recognise** that they need light in order to see things and that dark is the absence of light.
20. **Understand** that light is reflected from surfaces.

FORCES AND MAGNETS

21. Compare how things can move on different surfaces.
22. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.
23. Observe how magnets attract or repel each other and attract some materials and not others
24. 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.
25. Describe magnets as having 2 poles.
26. Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.