

# Springfield Primary Academy

Inspiring Futures: Making Memories  
 Learning Creatively with:  
 High Expectations. Integrity. Respect. Resilience. Determination.



## Year 3 Science Curriculum Map

Autumn 1	Spring	Summer 1
<p><b>L.O. to investigate materials</b>                      Rocks and Soils</p> <ul style="list-style-type: none"> <li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li> <li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p><b>L.O. to investigate light and seeing</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> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p><b>L.O. to understand plants</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem, 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 role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>
<p><b>Autumn 2</b></p>		<p><b>Summer 2</b></p>

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<p><b>L.O. to understand animals and humans</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>	<p>High Expectations. Integrity. Respect. Resilience. Determination.</p>	<p><b>L.O. to understand movement, forces and 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> </ul> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p><b>L.O. to work scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>
<p><b>Depth and Challenge</b></p> <p>Classify a range of rocks using different criteria. Research information about soils are made from rocks and organic matter.</p> <p>Propose a meal plan</p>	<p>Invent own investigation Devise a way to make it a fair test. Hypothesize and justify choices.</p>	<p>You only pull something to make it move. Decide if this true or false? Create own toy using push and pull forces.</p>
<p><b>British Values and SMSC</b></p> <p>Opportunities to question things which prevent them developing into confident adults</p> <p>Opportunities to question things which prevent them developing into confident adults</p>		<p>Opportunities for debate</p>

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