Science Knowledge and Skills Overview
Class 3
Year A

	Autumn 1 Exploring the World of Plants	Autumn 2 Light	Spring 1 Animals including Humans	Spring 2 States of Matter	Summer 1 Classifying Living Things and their Habitats	Summer 2 Food and Digestion
Knowledge	• 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	• 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 an opaque object • find patterns in the way that the size of shadows change	• describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions	• compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and	• recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local environment	• 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

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	plants, including pollination, seed formation and seed dispersal			associate the rate of evaporation with temperature.		
Skills	• Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests	• Set up simple practical enquiries, comparative and fair tests • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, keys, bar charts and tables • Use straight forward scientific evidence to answer questions or to support their findings	• Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	• Ask relevant questions and using different types of scientific enquiries to answer them • Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	• Set up simple practical enquiries, comparative and fair tests • Make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple	• Set up simple practical enquiries, comparative and fair tests • Gather, record, classify and present data in a variety of ways to help in answering questions • Record findings using simple scientific language, drawings, keys, bar charts and tables

| | | | | Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

 Identify differences, similarities or changes related to simple scientific ideas and processes | Report findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions | scientific language, drawings, keys, bar charts and tables

 Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

 Identify differences, similarities or changes related to simple scientific ideas and processes

 Use straightforward scientific evidence to answer questions or to support their findings | |

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Vocabulary	Air, light, water, nutrients, soil, reproduction, transportation, dispersal, pollination, flower	Light, shadows, mirror, reflective, dark, reflection	Mouth, tongue, teeth, oesophagus, stomach, small intestine, large intestine, herbivore, carnivore, canine, incisor, molar	Solid, liquid, gas, evaporation, condensation, particles, temperature, freezing, heating	Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, snails, slugs, worms, spiders, insects, environment, habitats, change, danger, living things	Animals, humans, nutrition, food, diet, grouping, healthy