Year 3

Animals – Skeletal & Muscular systems Do male humans have larger skulls than female humans? *Pattern Seeking*	**Rocks** Can you use the identification key to find out the name of each of the rocks in your collection? *Identifying, classifying and grouping*	**Forces and magnets** Which materials are magnetic? Does the size and shape of a magnet affect how strong it is? *Identifying, classifying and grouping*	**Light** How does the distance between the shadow puppet and the screen affect the size of the shadow? *Comparative and fair testing*	**Plants** What happens to celery when it is left in a glass of coloured water? *Observing over time* *Comparative and fair testing*
I can 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. I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock. I can recognise that soils are made from rocks and organic matter.	I can compare how things move on different surfaces. I can notice that some forces need contact between two objects, but magnetic forces can act at a distance. I can observe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the	I can recognise that we need light in order to see things and that dark is the absence of light. I can notice that light is reflected from surfaces. I can recognise that light from the sun can be dangerous and that there are ways to protect our eyes. I can recognise that shadows are formed when the light from a light source is blocked by an	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. I can 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. I can investigate the way in which water is

		basis of whether they are attracted to a magnet, and identify some magnetic materials. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	opaque object. I can find patterns in the way the size of shadows change.	transported within plants. I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.