Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

SCIENCE
PROGRESSION MAP

Year 3			
	AUTUMN TERM	**SPRING TERM**	**SUMMER TERM**
	'Earth Rocks' **Rocks, soils & fossils** **'Food and our bodies'** **Animals Including Humans**	**'Mirror, mirror'** **Light** **'How does your garden grow?'** **Plants**	**'Opposites Attract'** **Forces & Magnets**
Domain	Progression Statement		
Biology	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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement	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 Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Investigate the way in which water is transported within plants Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	

Chemistry	Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties		
Physics		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 Find patterns in the way that the size of shadows change Recognise that shadows are formed when the light from a light from a light source is blocked by an opaque object	Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance Observe how magnets attract or repel each other and attract some materials and not others 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 Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing
Working Scientifically	Ask relevant questions when prompted Set up simple and practical enquiries, comparative and fair tests Set up comparative tests Make systematic observations, using simple equipment Use standard units when taking measurements Record findings in various ways		

	With prompting, suggest how findings may be tabulated With prompting, use various ways of recording, grouping and displaying evidence With prompting, suggest conclusions from enquiries Suggest how findings could be reported Gather and record data about similarities, differences and changes With prompting, suggest conclusions that can be drawn from data Suggest possible improvements or further questions to investigate

Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.