



Copthorne Science Curriculum Long Term Plan: Year 3



| Theme/Timescale (number of weeks/term etc.) | Theme | National Primary Curriculum 2014 Science coverage |
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| 8 Weeks September Autumn 1 | How does your garden grow? | Plants- Life processes common to plants include, growth, nutrition. To make links between life processes in familiar plants and the environments in which they are found. The effect of light, air, water and temperature on plant growth. The role of the leaf in producing new material for growth. 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. |
| 7 weeks November Autumn 2 | Amazing Bodies | Bodies – Life processes of humans and animals including nutrition, movement and growth About food for activity and growth, and about the importance of an adequate and varied diet. That humans and some other animals have skeletons and muscles to support and protect their bodies and to help them move The heart acts as a pump to circulate around the body through the blood vessels The importance of exercise. |
| 6 weeks January Spring term 6 Weeks March Spring term | Rock Detectives | Rocks/Fossils - How to separate solid particles of different sizes by sieving (eg those in soil) That some solids dissolve in water to give solutions but some do not. To describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability. Compare and group together different kinds of rocks. Describe in simple terms how fossils are formed when things that have lived are trapped within a rock. Recognise that soils are made from rocks and organic matter. How rocks have changed over time. Explore different soils and identify similarities and differences between them. |

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| <p>6 weeks May Summer 1</p> | <p>The power of forces</p> | <p>To compare everyday materials and objects on the basis of their material properties including hardness, strength, flexibility and magnetic behaviour and relate these to properties of everyday use of materials. Compare how to move things on different surfaces.</p> <p>Notice the some forces need contact between two objects, but magnetic force can act at a distance. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> |
| <p>7 weeks June</p> | <p>Can you see me?</p> | <p>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 a solid object. Find patterns in the way that the sizes of shadows change.</p> |