



Science- National Curriculum Coverage Tracker



Year 3

		A1	A2	A3	B1	B2	B3
Working scientifically During year 3 pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:	Ask relevant questions and using different types of scientific enquiries to answer them.	X	X	X	X	X	X
	Setting up simple practical enquiries, comparative and fair tests.	X	X		X	X	
	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	X		X			X
	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.	X	X	X	X	X	X
	Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.	X	X	X	X	X	X
	Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.	X	X	X	X	X	X
	Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	X	X	X			X
	Identifying differences, similarities or changes related to simple scientific ideas and processes.	X	X	X	X	X	X
	Using straightforward scientific evidence to answer questions or to support their findings.	X	X	X	X	X	X
Plants	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.		X				
	Investigate the way in which water is transported within plants.		X				
	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.		X				
Animals, including humans	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.		X				
	Identify that humans and some other animals have skeletons and muscles for support, protection and movement.		X				

Rocks	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	X					
	Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	X					
	Recognise that soils are made from rocks and organic matter.	X					
Light	Recognise that they need light in order to see things and that dark is the absence of light.						X
	Notice that light is reflected from surfaces.						X
	Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.						X
	Recognise that shadows are formed when the light from a light source is blocked by an opaque object.						X
	Find patterns in the way that the size of shadows change.						X
Forces and Magnets	Compare how things move on different surfaces.			X			
	Notice that some forces need contact between two objects, but magnetic forces can act at a distance.			X			
	Observe how magnets attract or repel each other and attract some materials and not others.			X			
	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.			X			
	Describe magnets as having two poles.			X			
	Predict whether two magnets will attract or repel each other, depending on which poles are facing.			X			

A1- HOW DOES HUMANKIND LEAVE ITS MARK ON THE WORLD?

A2- HOW CAN WE FEED 10 BILLION?

A3- WHAT WAS THE LEGACY OF THE ROMAN EMPIRE?

B1- IS IT RIGHT TO FIGHT?

B2- HOW DO WE NEED BURPS, BOTTOMS AND BILE? and WHAT CAN WE DISCOVER FROM MYTHS AND LEGENDS?

B3- HOW DO CITIES DEVELOP?