



Year 3 Science Overview for Full Academic Year



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------|---|---|---|---|--|---|
| Science Topic | Humans | Forces and Magnets | Rocks | Light and Shadows | Plants (Part 1) | Plants (Part 2) |
| C.S.S Title (v2) | Movement and Nutrition for The Human Body | Forces, Friction and Magnets | Rocks, Soils and Fossils | Light and Shadows | Flowering Plants and Plant Growth | Flowering Plants Life cycle |
| Week 1 | What Nutrients Do We Get From Our Food? | What Makes It Move? | How are rocks different and what rock is this? | What Do We Need To See? | What Do Leaves Do? | What Is Inside A Flower? |
| Week 2 | Which Nutrients Are In School Midday Meals? | How Long Does A Top Spin on Different Surfaces? | What are rocks used for? <small>(teacher to pre-prepare photo-based activity on rocks and soils found on the school grounds)</small> | Which Object Is The Most Reflective? | What Do Leaves and Stems Do? | What Is Animal Pollination? |
| Week 3 | What Is In A Human Skeleton? | How Well Can An Object Slide On Different Surfaces? | How are soils different? | How Are Shadows Made? | What Are The Function of The Parts of a Flowering Plant? | What Is Wind Pollination? |
| Week 4 | How Do Muscles Help Humans to Move? | How Do Magnets Affect Each Other? | Which soils hold water? | Is My Shadow Like Me? | What Happens If Plants Do Not Have Enough Space? | What Are Fruits? |
| Week 5 | How Are Vertebrate and Invertebrate Bones Supported? | Which Materials Are Magnetic? | What is this fossil? | How Can We Change The Size of a Shadow? | How Are Plants Different? | How Are Seeds Dispersed? |
| Week 6 | How Are Human Skeletons Different to Other Vertebrates? | How Strong Are The Magnets? | Who was Mary Anning and how did she become a palaeontologist? | (no sixth lesson the CHE v3 portal for this unit) | (no sixth lesson on the CHE v2 portal for this unit) | (no sixth lesson the CHE v2 portal for this unit) |

Prior to lesson 1:

1. Complete diagnostic test and upload data on EXCEL on-going record
2. go through knowledge organiser.

Each lesson to include:

1. date- Enquiry Question and Vocabulary for the lesson (instead of Learning Objective)
2. Prior knowledge task including an Explorify activity.
3. tier 1, 2, 3 vocabulary instead of an LO which is to be highlighted by pupils at the end of the lesson to evidence its usage.
4. clear and accurate adherence to the lesson plan for all content which can be adapted to cater for the differing educational needs within the class.

Post final lesson of unit:

1. go through all gap tasks to ensure they have been completed and all work is marked in line with Feedback and Marking Policy
2. complete end of unit assessment and upload data on EXCEL on-going record