

Stone Hill School
Curriculum Plan 2019/20
Science/Year 3

Intent:
The Science curriculum will develop and nurture pupils' curiosity by not only following the National Curriculum, but also following their questions and interests to hopefully develop a love, passion and appreciation for Science. Pupils will develop their scientific knowledge through carefully planned exciting Science opportunities. Pupils will develop an understanding of the process and methods of Science by providing a range of Scientific enquiries, investigations and questions to help them explore the world around them.
Pupils will explore the natural world around them, make observations and begin to recognise animals and plants. Pupils will begin to identify similarities and differences between the natural world around them and contrasting environments. Pupils will begin to understand the effect of the changing seasons on the natural world around them.

Topic/Theme	Learning Outcome/s Knowledge and Skills To know, to use, to apply...	Literacy Link Numeracy Link SMSC Link
Understanding the World of Science and Investigation	<p><u>Knowledge Outcomes:</u></p> <ul style="list-style-type: none"> Beginning to talk about things they have observed such as plants, animals, natural and found objects. Developing an understanding of growth and changes over time. <p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> Shows active participation. Begin to talk about how things work. Begin to talk about why things happen (with support). Makes comments about aspects of their familiar world such as a place where they live or in the natural world. Begins to ask questions about aspects of their familiar world such as a place where they live or in the natural world. Shows care and concern for living things and the environment. 	<p>Speaking: Enjoy listening to and using spoken and written language and readily turn to it in play and learning. Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Use language to imagine and recreate roles and experiences. Speak clearly and audibly with confidence and control and show awareness of the listener. Extend their vocabulary, exploring the meanings and sounds of new words</p> <p>Listening and Responding: Listen with enjoyment and respond to stories, songs and other music, rhymes and poems and make up their own stories, songs, rhymes and poems. Sustain attentive listening, responding to what they have heard by relevant comments, questions or actions. Extend their vocabulary, exploring the meanings and sounds of new words</p>
Life Processes and Living Things	<p><u>Knowledge Outcomes:</u></p> <ul style="list-style-type: none"> Begin to identify simple characteristics of things that are living. Understand that animals, including humans, move, feed, grow. Begin to relate life processes to animals and plants found in the local environment. Begin to understand and know that humans and other animals need food and water to stay alive. Begin to know that taking exercise and eating the right types and amounts of food help humans to keep healthy. Know the main body parts of humans and animals. <p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> With support, compare main body parts of humans and animals. Show they can treat animals and humans with care and sensitivity. Learn about the senses that enable humans and other animals to be aware of the world around them. 	<p>Group Discussion and Interaction: Interact with others, negotiating plans and activities and taking turns in conversation. Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Using and Applying Maths: Use developing mathematical ideas and methods to solve practical problems. Match sets of objects to numerals that represent the number of objects. Sort objects, making choices and justifying decisions.</p> <p>Talk about, recognise and recreate simple patterns Describe solutions to practical problems, drawing on experience, talking about their own ideas, methods and choices.</p> <p>Counting and Understanding Number: Say and use number names in order in familiar contexts. Know that numbers identify how many objects are in a set. Count reliably up to 10 everyday objects. Estimate how many objects they can see and check by counting. Count aloud in ones. Use language such as 'more' or 'less' to compare two numbers. Use ordinal numbers in different contexts. Recognise numerals 1 to 9.</p>
Materials	<p><u>Knowledge Outcomes:</u></p> <ul style="list-style-type: none"> Be aware of a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Knows what to do with some everyday objects e.g. <i>that a sponge can be squeezed, ball can be bounced.</i> Begin to sort simple objects by their physical properties i.e. bendy, heavy, etc. <p><u>Skill Outcomes:</u></p> <ul style="list-style-type: none"> Take part in a group sorting activity with support. Names properties with support and growing confidence using everyday words. Begin to identify and classify objects made from different materials (pictures and/or actual objects) 	<p>Knowing and Using Number Facts: Observe number relationships and patterns in the environment and use these to derive facts. Find one more or one less than a number from 1 to 10. Select two groups of objects to make a given total of objects.</p> <p>Calculating: Begin to relate addition to combining two groups of objects and subtraction to 'taking away'. In practical activities and discussion begin to use the vocabulary involved in adding and subtracting. Count repeated groups of the same size. Share objects into equal groups and count how many in each group.</p>

Seasonal Changes	<u>Knowledge Outcome:</u> <ul style="list-style-type: none"> Name the seasons. Begin to describe weather associated with some of the seasons. Recall some of the seasons. Begin to notice some seasonal changes in the world around them. Identify some seasonal changes using photographs. <u>Skill Outcome:</u> <ul style="list-style-type: none"> Observe some changes across some of the seasons. Observe weather associated with some of the seasons. With support, create work outlining what happens within the four seasons. 	SMSC: Enjoy learning about the world around them. Enjoy learning about themselves. Socialise with other pupils and other people. Use imagination. Be creative.
Light and Dark	<u>Knowledge Outcomes:</u> <ul style="list-style-type: none"> Discuss and read stories of different festivals that use light. Begin to know we use electricity in school and at home. Experiment with a range of materials to explore transparent and opaque objects. Discuss and read stories on dark and light. Be able to distinguish between light and dark. <u>Skill Outcomes:</u> <ul style="list-style-type: none"> With support, make simple circuits using batteries and wires and a light. Draw around the shadows they see – children or objects. Show the different things we do when it is dark and when it is light. Use objects to show light and dark. 	
Working Scientifically	Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the curriculum content: <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions. 	
Core Vocabulary: Plants, animals, humans, grow, change, living, body, senses, material, season, light, dark		
Intended impact: The early scientific experiences and knowledge provided through this curriculum plan will enable pupils to develop scientific curiosity and reasoning, which will enable them to begin to access Year 1 Science National Curriculum during their next year of learning.		