**Autumn 2 – ROCKS AND SOILS**

**Know that there are three types of naturally occurring rocks and use the vocabulary – sedimentary, metamorphic and igneous.**

**Explain the difference between the three main types of rocks.**

**Know that fossils are the remains of plants and animals that lived long ago.**

**Understand that soils are made from broken-down rock, air, water and other organic matter.**

**Spring 1 – FORCES AND MAGNETS**

**Know that forces are a push, pull or twist.**

**Know that magnets have two poles.**

**Explain how magnetics both attract and repel each other.**

**Identify and know ‘everyday’ objects that are magnetic and those which aren’t.**

**Autumn 1 – LIGHT AND SHADOWS**

**Know that we need light to see objects.**

**Know that light comes from a source and is reflected from surfaces.**

**Explain that light from the Sun can be dangerous and how to protect our eyes.**

**Explain that shadows are formed when light is blocked by an opaque object and that transparent objects do not form shadows.**

**Rossington St. Michael’s**

**C of E Primary School.**

**‘Sticky Knowledge’ Mat**

**Year 3**



**Spring 2 – ANIMALS INCLUDING HUMANS**

**Name different food groups on the food wheel and give some examples.**

**Know that humans and other animals have skeletons and muscles for support, protection and movement.**

**Name some parts of a skeleton for example, ribcage, skull, spine and pelvis.**

**Explain what the skull and ribcage protect.**

**Summer – PLANTS**

**Name different parts of a flowering plant and explain their functions.**

**Know what different plants needs for growth and live.**

**Explain how water is transported in plants.**

**State some of the different parts of a plant’s life cycle, i.e. pollination, seed formation and dispersal.**

**Disciplinary Knowledge – Working Scientifically**

**Begin to put forward ideas about testing. Make predictions and begin to explain why these have been made. Begin to consider what constitutes a fair test.**

**With support, plan and carry out a fair test. Make observations and comparisons. Use simple measuring equipment for length, volume and time.**

**Communicate findings in different ways. Begin to draw simple conclusions. Begin to identify simple patterns and suggest possible explanations.**