YEAR 3 (1 of 2)		Environmental	Physics	Chemistry	Biology
1	2	3	4	5	6
Forces in Action	**Light**	**Rocks**	**Plants: Life Cycle**	**Save Our Bees (3 weeks)**	**Digestion and Circulation**
Understand that some forces need contact but that others can act from a distance— magnetic force and gravitational force. (Recall magnets Y2)	Recognise that they need light in order to see things and that dark is the absence of light.	Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; understanding that differences can be identified by testing.	Investigate the ways in which water is transported within plants.	Describe the life cycle of an insect - the bee. Recognise the distinguishing characteristics of insects .	Understand that all living things are made up of units called cells and that these are too small to be seen without a micro-scope.
Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	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.	Describe weathering and erosion by water and weather	Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Recognise the role of the bee in pollination understanding that insects can be helpful as well as harmful.	Recognise that all cells need energy to survive and that animals including humans need to take in this energy in the form of food.(they cannot make their own food like plants).
Identify the effects of air resistance, water resistance and friction that act between moving surfaces.	Recognise that shadows are formed when the light from a light sources is blocked by an opaque object - link to light travelling in a straight line to make the shape of the shad-ow	Describe in simple terms how fossils are formed— when things that were once alive are trapped within rock.	Recognise a life cycle of a plant as one of fertilisation, growth, reproduction and death.	Explain why bees are dying. Understand the link between bees and taking care of the Earth	Identify that animals including humans need the right type and amount of nutrition.
	Find patterns in the way that the size of shadows change.	Recognise that soils are made from rocks and organic matter and make comparisons between different soil types.		Explain how to be 'bee friendly' and take care of the Earth. Understand the term glob-al sustainability and how it applies to bees.	Describe the simple functions of the basic parts of the digestive system in Humans . Identify the different types of teeth in humans and their simple functions. Ctd. on next page

YEAR 3 (2 of 2)		Environmental	Physics	Chemistry	Biology
1	2	3	4	5	6
Forces in Action	**Light**	**Rocks**	**Plants: Life Cycle**	**Save Our Bees (3 weeks)**	**Digestion and Circulation**
					Identify and name the main parts of the human circulatory system (simple): -heart -blood vessels -blood Describe their functions.
					Recognise that the human/ animal circulatory system transports nutrients and water around the body.