

Year 3 Cycle A	Autumn	Spring	Summer
	<p align="center"><b>Relationships</b> The Owl and The Pussycat Cloud Tea Monkeys Tadpoles Promise The Pied Piper</p>	<p align="center"><b>Magic and Mystery</b> Leon and The Place Between The First Drawings The Heart and The Bottle The Mysteries of Harris How to Live Forever</p>	<p align="center"><b>Urban Metropolis</b> The Great Fire of London A Walk in London Flotsam Rosie Revere Engineer</p>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>➤ Can your child make and record predictions before testing?</li> <li>➤ Can your child explain why they need to collect information to answer a scientific question?</li> <li>➤ Can your child make accurate measurements using standard units?</li> <li>➤ Can your child explain what they have found out and use their measurements to say whether it helps to answer their questions?</li> <li>➤ Can your child identify that humans and some other animals have skeletons and muscles for support, protection and movement?</li> <li>➤ Can your child explain how the muscular and skeletal systems work together to create movement?</li> </ul> <p>Lights</p> <ul style="list-style-type: none"> <li>➤ Can your child recognise that they need light in order to see things and that dark is the absence of light?</li> <li>➤ Can your child notice that light is reflected from surfaces?</li> <li>➤ Can your child recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</li> <li>➤ Can your child recognise that shadows are formed when the light from a light source is blocked by a solid object?</li> <li>➤ Can your child find patterns in the way that the size of shadows change?</li> <li>➤ Can your child explain why their shadow changes when the light source is moved closer or further from the object?</li> </ul>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>➤ Can your child identify animals, including humans, need the right types of nutrition, and they cannot make their own food; they get nutrition from what they eat?</li> </ul> <p>Plants</p> <ul style="list-style-type: none"> <li>➤ Can your child identify and describe the functions of different parts of flowering plants (roots, stem/trunk, leaves and flowers)?</li> <li>➤ Can your child explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant?</li> <li>➤ Can your child investigate the way in which water is transported within plants?</li> <li>➤ Can your child explore the part that flower's play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?</li> </ul> <p>Rocks</p> <ul style="list-style-type: none"> <li>➤ Can your child compare and group different rocks on the basis of their appearance and simple physical properties?</li> <li>➤ Can your child describe in simple terms, how fossils are formed when things that have lived are trapped in rock?</li> <li>➤ Can your child recognise that soils are made from rocks and organic matter?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child set up a simple test to explore the differences between materials?</li> <li>➤ Can your child describe what it means to reverse a change and describe which changes can and cannot be reversed?</li> </ul> <p>Forces and Magnets</p> <ul style="list-style-type: none"> <li>➤ Can your child compare how things move on different surfaces?</li> <li>➤ Can your child notice that some forces need contact between two objects, but magnetic forces can act at a distance?</li> <li>➤ Can your child observe how magnets attract or repel each other and attract some materials and not others?</li> <li>➤ Can your child 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?</li> <li>➤ Can your child describe magnets as having two poles?</li> <li>➤ Can your child predict whether two magnets will attract or repel each other, depending on which poles are facing?</li> </ul>

Year 3 Cycle B	Autumn	Spring	Summer
	<p style="text-align: center;"><b>Bravery V Fear</b> The Bear Under the Stairs The Minpins Jim, a cautionary tale The Day I Swapped my Dad</p>	<p style="text-align: center;"><b>A Twist in the Tale</b> Jim and the Beanstalk Goldilocks by 3 different versions The BFG The Tear Thief A Twist in the Tale</p>	<p style="text-align: center;"><b>Different Times, Different Lives</b> Escape from Pompeii Different Times Different Lives</p>
<p><b>Science</b></p>	<ul style="list-style-type: none"> <li>➤ Can your child make and record predictions before testing?</li> <li>➤ Can your child explain why they need to collect information to answer a scientific question?</li> <li>➤ Can your child make accurate measurements using standard units?</li> <li>➤ Can your child explain what they have found out and use their measurements to say whether it helps to answer their questions?</li> <li>➤ Can your child identify animals including humans, need the right types of nutrition, and they cannot make their own food, they get nutrition from what they eat?</li> <li>➤ Can your child identify that humans and some other animals have skeletons and muscles for support, protection and movement?</li> <li>➤ Can your child explain how the muscular and skeletal systems work together to create movement?</li> <li>➤ Can your child recognise that they need light in order to see things and that dark is the absence of light?</li> <li>➤ Can your child notice that light is reflected from surfaces?</li> <li>➤ Can your child recognise that light from the sun can be dangerous and that there are ways to protect their eyes?</li> <li>➤ Can your child recognise that shadows are formed when the light from a light source is blocked by a solid object?</li> <li>➤ Can your child find patterns in the way that the size of shadows change?</li> <li>➤ Can your child explain why their shadow changes when the light source is moved closer or further from the object?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child identify and describe the functions of different parts of flowering plants (roots, stem/trunk. Leaves and flowers)?</li> <li>➤ Can your child explore the requirement of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant?</li> <li>➤ Can your child investigate the way in which water is transported within plants?</li> <li>➤ Can your child explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?</li> <li>➤ Can your child set up simple test to explore the differences between materials?</li> <li>➤ Can your child describe what it means to reverse a change and describe which changes can and cannot be reversed?</li> <li>➤ Can your child explain different ways that they can sort the same group of materials and explain their reasons?</li> <li>➤ Can your child compare how things move on different surfaces?</li> <li>➤ Can your child notice that some forces need contact between two objects, but magnetic forces can act at a distance?</li> <li>➤ Can your child observe how magnets attract or repel each other and attract some materials and not others?</li> <li>➤ Can your child 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?</li> <li>➤ Can you child describe magnets as having two poles?</li> <li>➤ Can your child predict whether two magnets will attract or repel each other, depending on which poles are facing?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child compare and group different rocks on the basis of their appearance and simple physical properties?</li> <li>➤ Can your child describe in simple terms how fossils are formed when things that have lived are trapped in rock?</li> <li>➤ Can your child recognise that soils are made from rocks and organic matter?</li> </ul>