

National Curriculum-Progression in Science	VOCABULARY	YEAR THREE
<p>Knowledge</p>	<p>Vocabulary</p> <p>Yellow - words <u>most</u> children will already know</p> <p>Green - new vocabulary to teach and assess against</p> <p>Blue - aspirational vocabulary</p>	<p>Specifics (e.g. which animals/plants are you focusing on?)</p>
<p><u>Plants</u></p> <p>P1 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>P2 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>P3 investigate the way in which water is transported within plants</p> <p>P4 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>Air, light, water, roots, stem/trunk, leaves and flowers, soil, seed, bulb.</p> <p>Reproduction, function, transportation, dispersal, pollination, nutrients, investigation, petal, pollen.</p> <p>Stigma, style, ovary, ovule, anther, filament, sepal,</p>	<p>Orchid – Doesn't need soil and grows in the rainforest.</p> <p>Bird of paradise (plant)</p> <p>Amaryllis</p>
<p><u>Animals including Humans</u></p> <p>AH1 identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p>	<p>Movement, muscles, bones, water.</p> <p>Skull, nutrition, skeletons, vertebrate, invertebrate, vitamins, minerals, fat, protein, carbohydrates, fibre, ribs, spine, organs, joints, muscles, contract, relax.</p>	<p>Human, mouse, tarantula, crab, jellyfish.</p>

<p>AH2 identify that humans and some animals have skeletons and muscles for support, protection and movement.</p>	<p>Muscular-skeletal system.</p>	
<p><u>Rocks</u> R1 compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties R2 describe in simple terms how fossils are formed when things that have lived are trapped within rock R3 recognise that soils are made from rocks and organic matter.</p>	<p>Brick, rock, soil, change.</p> <p>Organic matter, top soil sub soil, bedrock, igneous, magma, pressure, layers, hardens, fossils, sedimentary, igneous, metamorphic.</p> <p>Solidifies, minerals, compressed, chemically, crystals, grains, erosion, deposited.</p>	

Light

L1 recognise that they need light in order to see things and that dark is the absence of light

L2 notice that light is reflected from surfaces

L3 recognise that light from the sun can be dangerous and that there are ways to protect their eyes

L4 recognise that shadows are formed when the light from a light source is blocked by a solid object

L5 find patterns in the way that the size of shadows change.

Light, shadows, mirror, dark, change, pattern, sun.

Reflective, reflection, absence, surfaces, protection, solid, light sources.

Spectrum, refraction.

Forces and Magnets

FM1 compare how things move on different surfaces

FM2 notice that some forces need contact between two objects, but magnetic forces can act at a distance
FM3 observe how magnets attract or repel each other and attract some materials and not others

FM4 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

FM5 describe magnets as having two poles

FM6 predict whether two magnets will attract or repel each other, depending on which poles are facing

Push, Pull, group, materials, facing.

Force, contact, move magnetic, attract, repel, friction, poles, magnet.

Bar magnet, ring magnet, button magnet, horse-shoe magnet, constant force, Newton meter.