Crays Hill Primary School

	Autumn 1 and Autumn 2					Spring 1 and Spring 2			Summer 1 and Summer 2			
	Weeks 1-3	**Week 4**	**Week 5-7**	**Week 8**	**Week 9-12**	**Week 1-2**	**Week 3-5**	**Week 6-12**	**Week 1-6 Week 11**	**Week 7-8**	**Weeks 9-10**	**Weeks 12**
Year 3	**Skeletons**	**Movement**	**Nutrition and diet**	**Food and Waste**	**Rocks**	**Fossils**	**Soils**	**Light**	**Plants**	**Forces**	**Magnets**	**Biodiversity**
Previous knowledge Knowledge check for start of unit.	In year 2, pupils notices that animals including humans, have offspring which grown into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.		In year 2, pupils notices that animals including humans, have offspring which grown into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.		Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses; Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		No previous knowledge	No previous knowledge	In year 2 pupils were observing and describing how seeds and bulbs grown into mature plants. They found out and described how plants need water, light and a suitable temperature to grown and stay healthy.	No previous knowledge	No previous knowledge	No previous knowledge
Key concepts	I know what a skeleton is and its function I can name different parts of the skeleton and their purpose. (skull, spine, ribcage, pelvis) I can describe the function of muscles. I can identify joints and their function. I can explain how we move.		I know that animals, including humans cannot make their own food and that they get their nutrition from what they eat. I can compare the diets of different animals, including humans and group them according to	I can identify what food waste is. I can identify how we can reduce our food waste.	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties I can describe and know the difference between igneous, sedimentary and	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock; I know that soils are made from rocks and organic matter. .	I can identify and describe the importance of soil. I can explore different types of soils and their properties. I can investigate different soils.	I can recognise that we need light in order to see things and that dark is the absence of light; I can notice and describe how light is reflected from surfaces; I know that light from the sun can be dangerous and that there are ways to protect my eyes;	I can identify and know the names of stem, root, leaves and flowers. I can describe the function of the roots, stem, leaves and flower. I can describe wat a plant needs for life and growth (air, light, water, nutrients from the soil, room to grow)	I can identify what a force is. I can describe and compare how things move on different surfaces. I know that some forces need contact between two objects, but magnetic forces can act at a distance.	I can observe and describe how magnets attract or repel each other and attract some materials and not others. I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet,	I can identify what biodiversity is and how we can increase it in our area.

		what they may eat. I can identify different food groups and how they keep us healthy. I can use my knowledge of different food groups to design a meal.		metamorphic rock.			I know that shadows are formed when the light from a light source is blocked by an opaque object; I can find patterns in the way that the size of shadows changes.	I can observe and describe how water is transported in plants. I can describe the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal.		I can identify some magnetic materials. I can describe magnets as having two poles. I can predict whether two magnets will attract or repel each other, depending on which poles are facing	
Vocabulary	Nutrition Skeleton Muscles Diet Joint Pelvis Cartilage Rib cage Tendon Spine	carbohydrates proteins dairy fats sugars fruit and vegetables	food waste landfill food waste recycling edible inedible	Fossil Soil Crystals Sedimentary Metamorphic Igneous		soil sandy soil clay soil peat soil chalky soil organic matter	Reflection Shadows Light source Opaque		Force Push Pull Open Surface Magnet Magnetic Attract Repel Magnetic poles North South		
Knowledge mat	Skeleton and muscles Funnybones Skulls!			Rocks and magnets		Rocks and magnets	Light and dark		Rocks and magnets		
Link book				The street beneath my feet		The street beneath my feet Oscar and the moth	Orion and the dark		Magnet Max		