	Previous objectives taught…	Year 3 - Children working at national standard…
Working Scientifically	• Asking simple questions and recognising that they can be answered in different ways. (Year1/2) • Observing closely, using simple equipment.(Year1/2) • Performing simple tests.(Year1/2) • Identifying and classifying.(Year1/2) • Using their observations and ideas to suggest answers to questions.(Year1/2) • Gathering and recording data to help in answering questions.(Year1/2)	• Asking relevant questions and using different types of scientific enquiries to answer them. • Setting up simple practical enquiries, comparative and fair tests. • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • Identifying differences, similarities or changes related to simple scientific ideas and processes. • Using straightforward scientific evidence to answer questions or to support their findings.
Plants	• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. (Year 1) • Identify and describe the basic structure of a variety of common flowering plants, including trees. (Year 1) • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. (Year 2) • Observe and describe how seeds and bulbs grow into mature plants. (Year 2)	• Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers. • 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. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Animals including humans	• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals including pets). (Year 1) • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Year 1) • Notice that animals, including humans, have offspring which grow into adults. (Year 2) • Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). (Year 2) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Year 2)	• 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. • Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks		• Compare and group together different kinds of rocks on the basis of their simple physical properties. • Recognise that soils are made from rocks and organic matter.

		• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Forces and magnets		• Compare how things move on different surfaces. • Notice that some forces need contact between two objects but magnetic forces act at a distance. • Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing.
Light		• Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that shadows are formed when a light source is blocked by a solid object. • Find patterns in the way that the sizes of shadows change. • Recognise that light from the Sun can be dangerous and that there are ways to protect our eyes.