Falmouth Primary Academy

How did Stone Age people live?

Year 3— Lobsters

Subject: Science—Rocks

What should I already know?

Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Distinguish between an object and the material from which it is made

Explore and compare the differences between things that are living, dead, and things that have never been alive

Scientific objectives

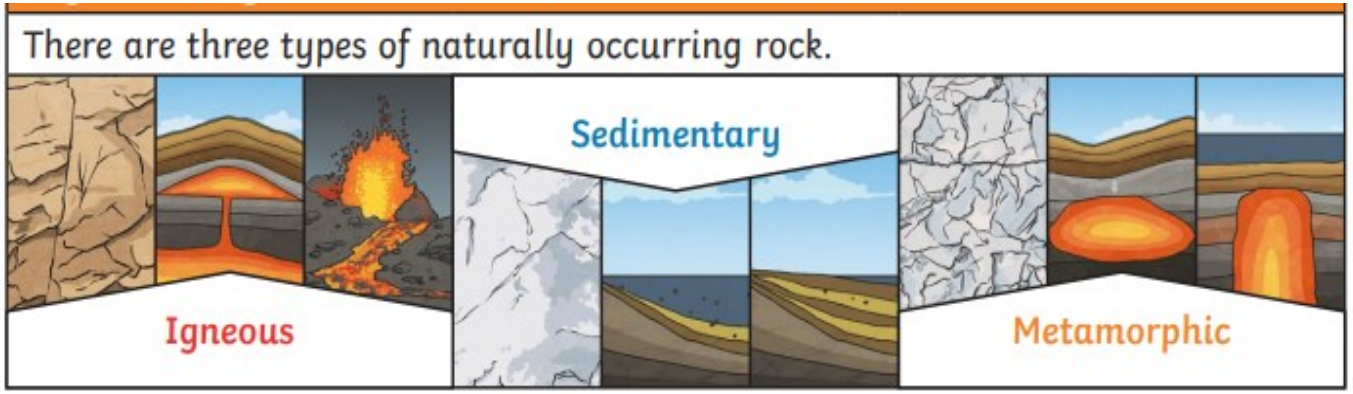
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties

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

What are the key differences between different types of rocks?

- Identify differences between types of rocks
- Show how different types of rocks are formed
- Identify metamorphic, igneous and sedimentary rocks
- Understand some of the processes happening in the rock cycle
- Investigate how soil is formed and the layers that build up
- Identify different materials that form soil and how this affects it
- Sequence the order that fossils are formed in
- Understand why the fossil record is important for historians
- Create a replica of a fossil using a similar process



Vocabulary

crystals	Larger pieces of shiny mineral that can be seen in rock .
fossil	The remains of animals or plants.
grains	Smaller pieces of mineral that can be seen in rock.
igneous rock	Rock that has been formed from cooling magma or lava.
lava	Molten rock from the ground.
magma	Molten rock that remains underground.
metamorphic rock	Rock that started out as igneous or sedimentary rock but changed due to extreme heat or pressure.
organic matter	Natural materials that make up soil, such as leaves or twigs.
prehistoric	From a time before written records
rock cycle	Shows how rocks form and change over millions of years
sediment	Natural solid material that is moved and dropped off in a new place by water or wind, eg: sand.
sedimentary rock	Rock that has been formed by layers of sediment being pressed down hard.

Falmouth Primary Academy

How did Stone Age people live?	Year 3—Lobsters	Subject: Science —Rocks

Question 1: What type of soil does Falmouth Primary have?	
Start of unit:	
End of unit:	

Question 2: What type of rock is…	Start of unit:	End of unit:
granite		
chalk		
slate		

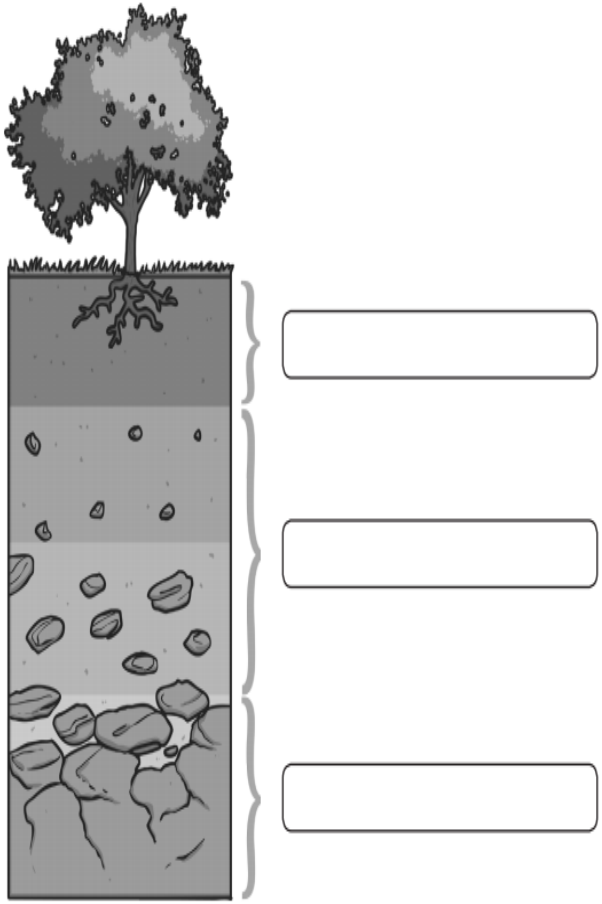
Question 3: Tick the correct definition. A ***fossil*** is…	Start of unit:	End of unit:
the remains or impression of a prehistoric plant or animal embedded in rock		
A type of natural rock.		
An igneous rock with something special inside.		

Question 4: Number the sequence for how a fossil is formed:	Start of unit:	End of unit:
The skeleton or plant dissolves as water passes through it. A gap forms in the same shape.		
Layers of sediment build up. More layers build up the pressure on the lower layers and they turn into sedimentary rock		
The soft parts decompose leaving the hard skeleton/parts behind.		
Animal or plant dies.		
Minerals from the water fill the gap left to form a replica of the original bone/plant.		

Falmouth Primary Academy

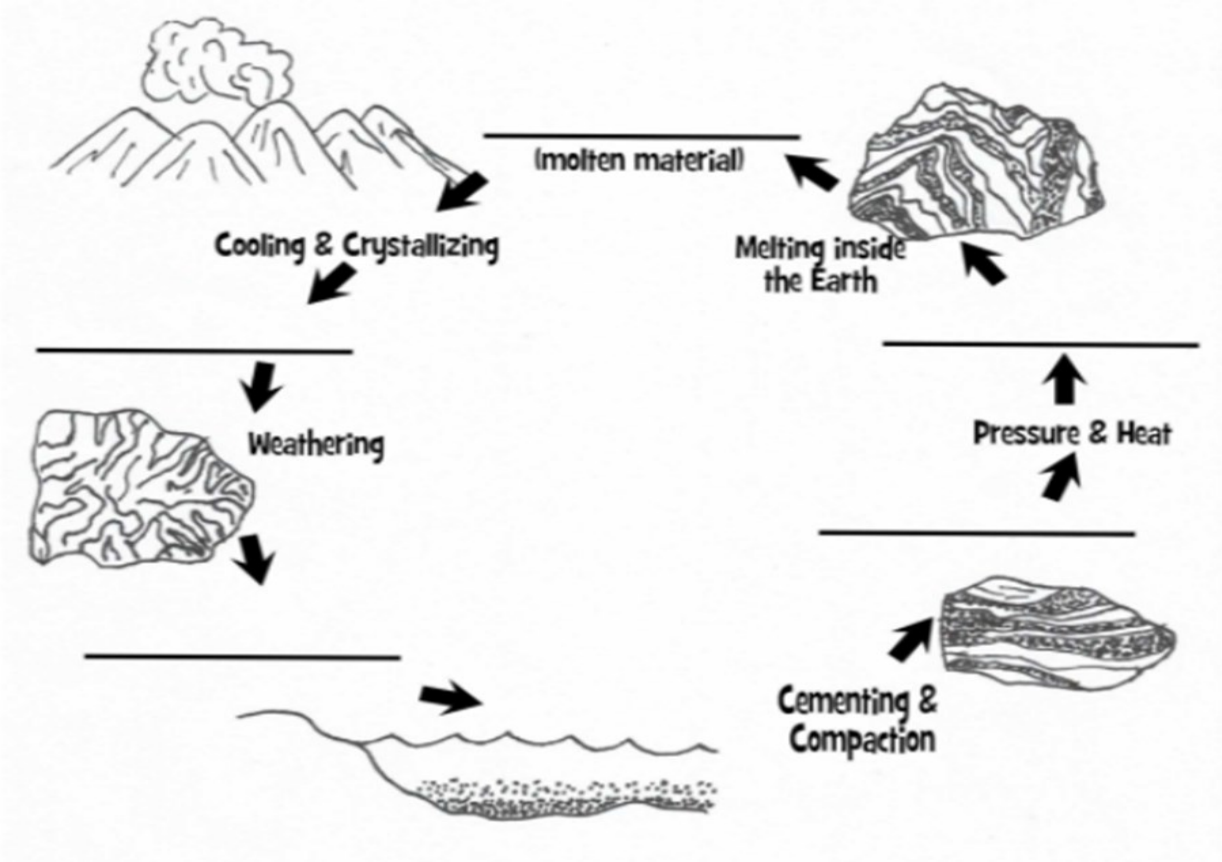
How did Stone Age people live?	Year 3—Lobsters	Subject: Science —Rocks

Question 5: Look at the diagram below.	Start of unit :	End of unit:
Label the 3 different layers of soil.	Use pencil	Use red pen



Question 6: Look at the diagram below.	Start of unit :	End of unit:
Label the rock cycle with the titles below	Use pencil	Use red pen

sediment	Metamorphic rock	magma	Sedimentary rock	Igneous rock



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How does climate change affect our weather? | Year 3— Lobsters | Subject: Science—Light and shadows

What should I already know?

Certain things produce light usually by burning (e.g. the Sun) or electricity (e.g. a street-light).

Scientific objectives

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

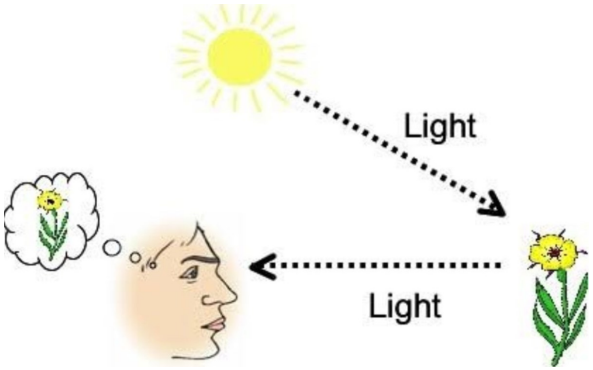
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes

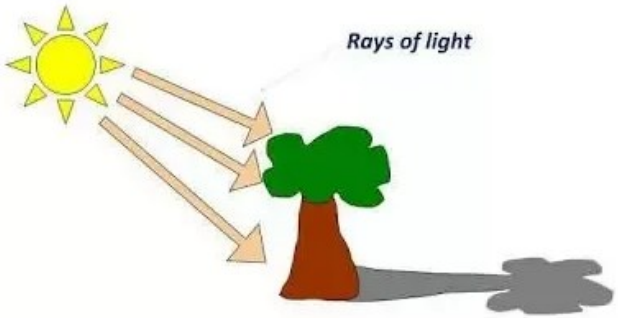
Notice that light is reflected from surfaces

Recognise that shadows are formed when the light from a light source is blocked by an opaque object

How does light allow us to see and how does it change what we see?

- We need light to see things and can identify different light sources
- Know how to stay safe in the Sun
- Investigate how to reflect the most light
- Explain how a shadow is made using scientific vocabulary
- Investigate which factors change the size of a shadow and draw conclusions from my findings
- Use my knowledge of light and shadows for a practical purpose
- To set up simple practical enquiries, comparative and fair tests





Vocabulary

Absorb	To take in and soak up energy
Angle	The direction from which two lines meet
Dark	The complete absence of light.
Emits	To release something
Light source	Any object that makes light
Light beam	A line of light produced by a light source
Opaque	An object that completely blocks all light passing through
Reflects	When light bounces off a surface or material
Shadow	The dark area formed when an opaque object blocks light.
Solar	Anything relating to the Sun
Translucent	If a material is translucent, some light can pass through it.
Transparent	A material that you can clearly see though.
UV light	A type of light that cannot be seen but can cause skin damage

Falmouth Primary Academy

How does climate change affect our weather?	Year 3—Lobsters	Subject: Science —Animals including Humans

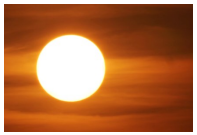
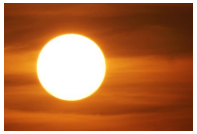
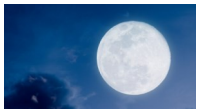
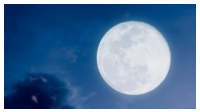
Question 1:

Match the definitions with the correct meaning. Start—Pencil, End—Red pen.

		Start of unit:	End of unit:
Translucent	A material that you can clearly see through.		
Transparent	An object that does not allow any light to pass through.		
Opaque	A material that lets some light through		

Question 2:

Tick the sources of light

Start of unit:	End of unit:
	
	
	
	
	

Question 3 You can see objects in a mirror because..	Start of unit:	End of unit:
Mirrors let light pass through them.		
Mirrors absorb light that hits them.		
Mirrors reflect light that hits them.		
Mirrors are shiny.		

Question 4 I know that light always travels.....:	Start of unit:	End of unit:

Falmouth Primary Academy

How does climate change affect our weather?	Year 3—Lobsters	Subject: Science —Animals including Humans

Question 5: How do you stay safe in the Sun? Tick all the scientific answers.			End of unit:
◊ Wear a sun hat	◊ Use sunglasses with a high UVA protection	◊ Go out when it is cloudy	
◊ Wear a scarf and gloves	◊ Use sunglasses with a low UVA protection	◊ Go out at midday	
◊ Wear high factor suncream	◊ Wear dark clothes	◊ Try to stay away from water, sand and snow	
◊ Wear low factor suncream			
◊ Hide behind trees and bushes			

Question 6: Explain what happens with a shadow in these different situations	Start of unit:	End of unit:
When the object is taller, the shadow gets.....	_____	_____
When the object is wider, the shadow gets.....	_____	_____
When the light source is closer, the shadow gets.....	_____	_____
When the light source is further away, the shadow gets.....	_____	_____

Falmouth Primary Academy

Topic: What was it like to be a Victorian child?	Year 3— Lobsters	Subject: Science—Animals including Humans

What should I already know?

All animals need water, air and food to survive. The different ways in which humans can be healthy; including exercise and hygiene. Examples of healthy and unhealthy food choices.

Scientific objectives

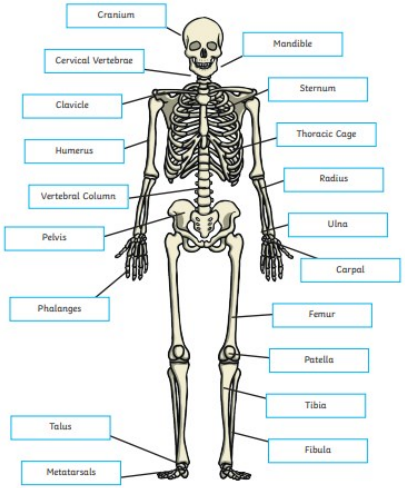
Recognise that animals cannot make their own food and they get nutrition from what they eat and that this comes in different types (protein, fat, carbohydrates, vitamins and minerals)

Identify that animals, including humans, need the right types and amount of nutrition

Identify that humans and some other animals have skeletons and muscles for support, protection and movement

What types and amounts of nutrition do animals need?

- Identify the different food groups and their purposes
- To research different food groups in more detail and find out how much is needed of each group
- To record your own diet and compare it to the Eatwell guide, before then making observations of the findings
- Recognise some of the important bones in the human body
- Research important muscles in the human body and identify when they may be used
- To summarise new knowledge on bones and muscles for an audience



Vocabulary

carbohydrates	food group that gives you energy; examples include bread and pasta
cranium	bone making up the head and protecting the brain
dairy	food group that helps to strength bones and teeth
fats	food group that gives you energy and keeps organs healthy; examples include nuts, oils and avocados
femur	The large thigh bone at the top of the leg
fibre	food group that helps you to digest the food that you have eaten; examples of foods high in fibre include wholegrain bread, cereals and lentils
nutrients	substances that help plants and animals to grow
protein	food group that helps your body to grow and repair itself; examples include red meat, yoghurt and beans
triceps	large muscle under the top part of the arm
vitamins	Found in food and keep your body healthy; examples of foods high in vitamins include oranges, carrots and nuts.

Falmouth Primary Academy

Topic: What was it like to be a Victorian child?	Year 3—Lobsters	Subject: Science —Animals including Humans

Question 1: To have a healthy diet people should...	Start of unit:	End of unit:
only eat fruit and vegetables		
eat a variety of foods		
eat foods that contain 5% fat or oil.		
not eat sugary foods.		

Question 2: Which part of the skeleton protects the brain?	Start of unit:	End of unit:
skeleton		
head		
cranium		
ribs		

Question 3: What is the purpose of a skeleton? (Tick all that apply)	Start of unit:	End of unit:
Protect our organs		
Scare us		
Keep us upright and supported		
Allow us to move		

Question 4 Match these groups of foods to the benefits they bring the body.

		Start of unit:	End of unit:
proteins	help you digest food		
carbohydrates	give you energy		
fats	keep your body healthy		
vitamins	give you energy		
minerals	help your body to grow and repair itself		
fibres	keep your body healthy		
water	helps carry the nutrients around the body		

Question 5—Match the words with the correct definition

		Start of unit:	End of unit:
skeleton	the hard parts inside your body which form your **skeleton**		
joint	something inside your body which connects two bones and which you use when you make a movement		
muscle	the framework of bones in your body		
bone	the junction between two or more bones		

Falmouth Primary Academy

Topic: What was it like to be a Victorian child?	Year 3—Lobsters	Subject: Science —Animals including Humans

Question 6: Choose a food group and explain why it is important for the body, as well as how much we need	Start of unit:

Question 7: Explain how a muscle works to make a movement happen	Start of unit:

Falmouth Primary Academy

Topic: Where in the world is Africa?	Year 3—Lobsters	Subject: Science—Identifying and classifying

What should I already know?

Know the names of the main parts of the body

Know that family and friends should care for each other

Identify and respect the differences and similarities between people

Know that animals including humans move, feed, grow, use their senses, and reproduce.

Recognise and compare the main external parts of the bodies of humans and of other animals

Scientific objectives

Recognise their worth as individuals.

Recognise and challenge stereotypes,

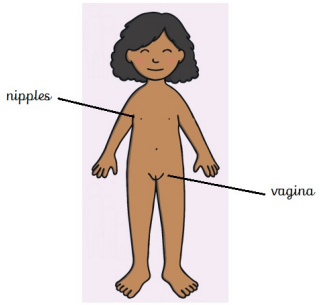
Identify how the body changes as they approach puberty.

Be aware of different types of relationship, including marriage and those between friends and families

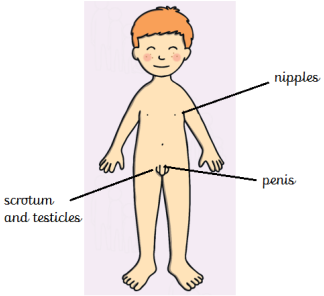
How are we the same and different?

- Understand that males and females can do the same tasks and enjoy the same things.
- Recognise that there are different stereotypes (fixed ideas) about what males and females can do.
- Identify the differences between males and females.
- Name male and female body parts using agreed words.
- Know that all families are different and have different family members

Diagrams



These diagrams show the biological differences between males and females.



Vocabulary

adoption	When a person assumes the parenting of a child, from that person's biological or legal parent or parents.
discrimination	The unjust treatment of different categories of people, especially on the grounds of race, age, or sex.
female	The sex that can bear offspring or produce eggs.
fostering	To bring up temporarily a child that is not one's own by birth.
gender	Either of the two sexes (male and female) and the roles, behaviours, activities, and attributes that any society considers appropriate for both.
male	The sex that cannot carry offspring
marriage	The legal union of two people in a personal relationship
penis	A male body part.
puberty	the period during which adolescents reach sexual maturity and become capable of reproduction .
relatives	A person connected by blood or marriage .
stereotype	A widely held but fixed and oversimplified image or idea of a particular type of person or thing
vagina	A female body part.

Falmouth Primary Academy

Topic: Where in the world is Africa?	Year 3—Lobsters	Strand: Science—Identifying and classifying

1. Boys can play with..... (Tick **any** that apply)	**Start of unit:**	**End of unit:**
A doll		
A football		
A dress		

2. Tick the correct definition of stereotype (Tick **one**)	**Start of unit:**	**End of unit:**
A widely held but fixed and oversimplified image or idea of a particular type of person or thing		
A sound that someone or something makes.		
The machine that produces music and letters at the same time.		

3. A family is a mum, dad and child. (Tick **one**)	**Start of unit:**	**End of unit:**
True		
False		

4. **Circle** the words for **male** body parts.
Vagina
Penis
Testicles
Nipples
Eyes

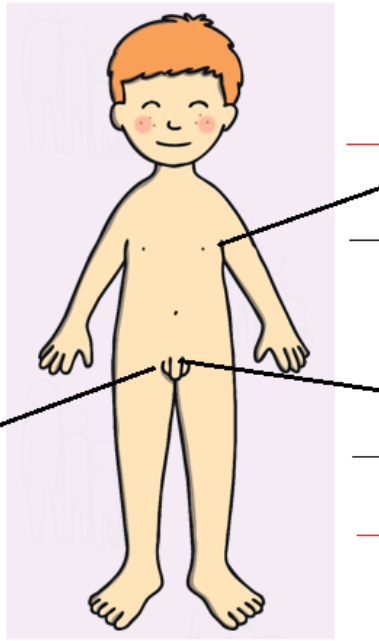
5. **Circle** the words for **female** body parts.
Vagina
Penis
Testicles
Nipples
Eyes

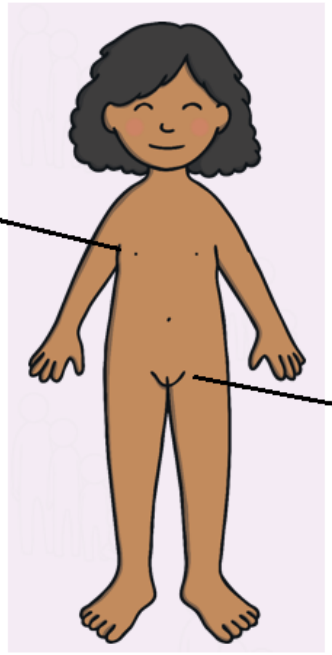
6. Put these definitions of a family in the **order** you think is best. (1—Most accurate to 4—least accurate)	**Start of unit:**	**End of unit:**
A mother, father and children who all live together		
A mother looking after her children		
The grandparents, parents and grandchildren all living together		
Any group of people living together and looking after each other		

Falmouth Primary Academy

Topic: Where in the world is Africa?	Year 3—Lobsters	Strand: Science—Identifying and classifying

Question 6: Can you use the correct scientific vocabulary to label the different	**Start of unit:**	**End of unit:**





Question 7: How would you identify the sex of a baby?	**Starrt of unit:**	**End of unit:**

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Why is the Falmouth coast special? | Year 3— Lobsters | Subject: Science—Plants

What should I already know?

observe and describe how seeds and bulbs grow into mature plants

find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Scientific objectives

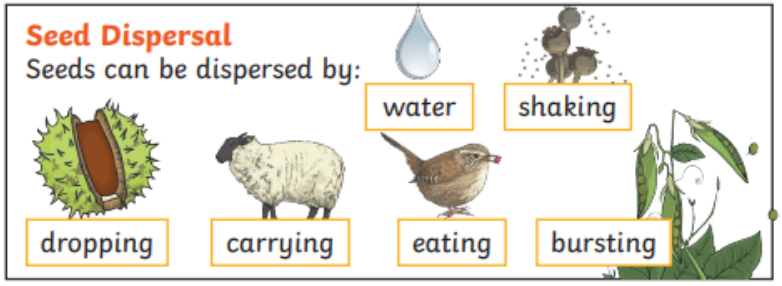
identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

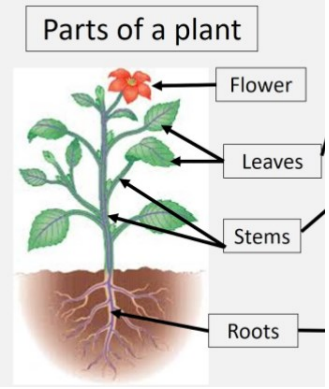
explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

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

What do plants need to reproduce and grow?

- Identify the parts of a plant and their function
- Discuss and dramatise the role of flowers in a flowering plant's life cycle
- Categorise the different ways that plants disperse their seeds
- Investigate what plants need to grow, including changing one variable
- Record findings from an investigation into what plants need to grow by taking accurate measurements
- Interpret the results of an investigation and discuss these
- Predict the outcome of an investigation into water transportation in plants and then see if it was correct





Vocabulary

Control example	The investigation sample that doesn't have anything changed
Fertilisation	Mixing the male and female parts of a plant to make a seed
Flowers	The seed-bearing part of a plant
Germination	When a seed begins to grow
Leaves	Part of a plant attached to the stem and produces energy
Nutrients	A substance that helps a living thing to survive
Petal	The coloured part of a flower, often used to attract insects
Pollinator	Anything that helps carry pollen from the male part o the female part of the same or another flower
Pollination	The transfer of pollen to allow fertilisation
Prediction	Making a sensible, scientific guess about what will happen
Roots	Part of a plant which attaches it to the ground and draws up water and nutrients
Seed dispersal	The transport of seeds away from the parent plant
Stem	The main body or stalk of a plant

Falmouth Primary Academy

Why is the Falmouth coast special?	Year 3—Lobsters	Subject: Science —Plants

Question 1: How might these seeds be dispersed?	Start of unit:	End of unit:
Elder tree seeds		
Dandelion seeds		
Squirting cucumber seeds		

Question 2: If you plant a seed in anything apart from soil, it will....	Start of unit:	End of unit:
Not grow at all		
Grow strong and healthy		
Grow but not as well		

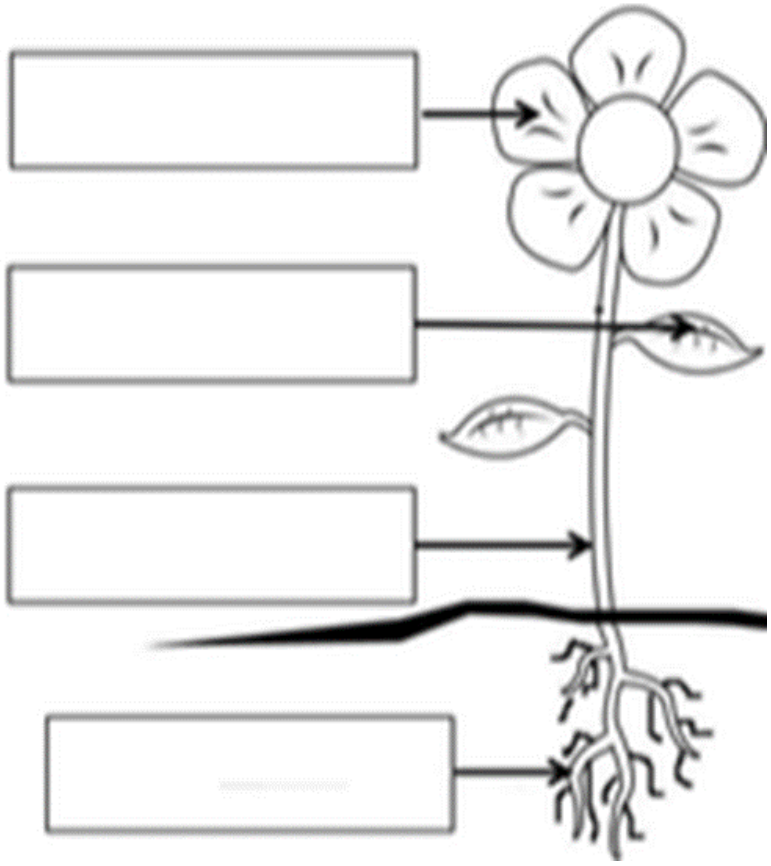
Question 3: The stem in a plant is used to.... (Tick all that apply)	Start of unit:	End of unit:
Draw up water		
Produce seeds		
Provide support to the rest of the plant		

Question 4: Which of these are ways a seed can be dispersed (Tick all that apply)	Start of unit:	End of unit:
Being eaten by an animal		
On the wind		
By falling into water		
By hooking onto fur		
By exploding out of the seed pod		

Falmouth Primary Academy

Why is the Falmouth coast special?	Year 3—Lobsters	Subject: Science —Plants

Question 5: Look at the diagram below.	Start of unit :	End of unit:
Label the parts of a flowering plant	Use pencil	Use red pen



Question 6:	Start of unit :	End of unit:
Explain what each part of the flowering plant does	Use pencil	Use red pen

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Falmouth Primary Academy

Why were Falmouth packet ships important?	Year 3— Lobsters	Subject: Science—Forces and magnets

What should I already know?

Children should be able to carry out simple observations and record results.

Children should be able to explain findings.

Children should be able to describe different materials and their properties.

Scientific objectives

Children should be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance.

Children should be able to observe how magnets attract or repel each other and attract some materials and not others.

Children should be able to 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.

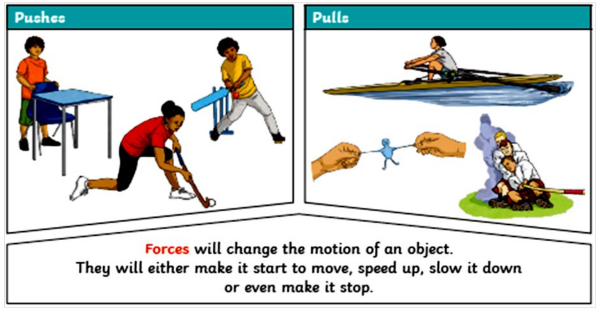
Children should be able to describe magnets as having two poles.

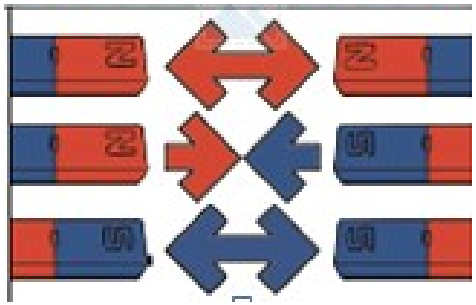
Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Compare how things move on different surfaces

How do different forces act to cause an effect, especially magnetic force?

- Explore how different forces work and whether they need contact with an object
- Observe how magnets act to attract
- Describe how a magnet has two poles and explain what difference this makes
- Sort materials by whether they are attracted to a magnet
- Investigate how far an object moves on different surfaces





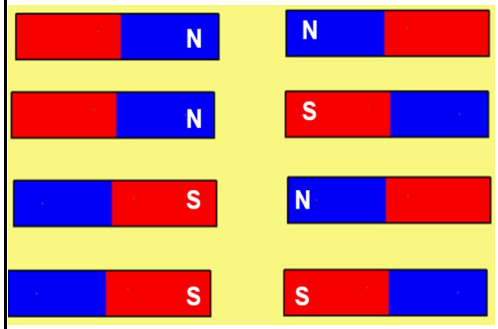
Vocabulary

Attract	When two magnets pull towards each other
Contact	When two things touch
Ferrous	Types of metal containing iron
Forces	Pushes and pulls in a particular direction on an object
Friction	A force between two surfaces that are sliding, or trying to slide, across each other.
Magnet	A magnet is defined as an object which is capable of producing a magnetic field
Magnetic force (Magnetism)	Has the powers of attracting an object using a magnetic field
Magnetic field	An invisible field that produces magnetic force on objects which are sensitive to magnetism
Pole	Each of the two points of a magnet to and from which the lines of magnetic force are directed
Repel	When two magnets push away from each other
Surface	The outside part or top layer of something

Falmouth Primary Academy

Why were Falmouth packet ships important?	Year 3—Lobsters	Subject: Science — Forces and magnets

Question 1:	Start of unit:	End of unit:
Give an example of a force that doesn't need contact with an object.		

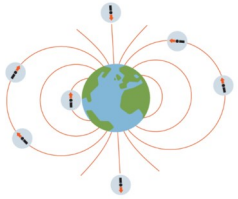
Question 2: Will these pairs of magnets attract or repel?	Start of unit:	End of unit:
		

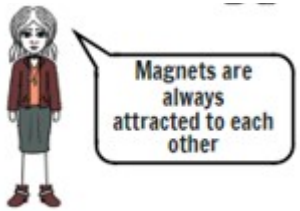
Question 3:	Start of unit:	End of unit:
Circles the objects most likely to be magnetic.		

Question 4: What will affect how much force an object creates on a surface to slow it down?	Start of unit:	End of unit:
Roughness of the surface		
The length of the surface		
The colour of the object		
Roughness of the object's wheels		
The material of the body of the object		

Falmouth Primary Academy

Why were Falmouth packet ships important?	Year 3—Lobsters	Subject: Science — Forces and magnets

Question 5:	Start of unit :	End of unit:
Explain how the magnetic poles of Earth help sailors on ships, like the packet ships, to navigate. 	_____ _____ _____ _____ ____	_____ _____ _____ _____ ____

Question 6:	Start of unit :	End of unit:
Do you agree? 	_____ _____ _____ _____	_____ _____ _____ _____