Highgate Primary Science Curriculum 2024

Key Vocabulary
Supplementary vocabulary

Plants
Animals including Humans
Living Things and their Habitats
Seasonal Changes
Evolution and Inheritance
Materials (and States of Matter)

Rocks
Light, Sound and Electricity
Forces and Magnets
Earth and Space
Environmental Science
SRE
Working Scientifically

Year 3

Autumn 1 From Palaeontology to Archaeology	Autumn 2 Chocolate	Spring 2 Race to the South Pole	Summer 1 From Source to Sea	Summer 2 Meadowsong
Animals including humans • Identify that humans and some other animals have skeletons and muscles for support, protection and movement *Vocabulary* *skeleton, bones, muscles, joints, support, protect, move, skull, ribs, spine* **Rocks** • Compare and group together different kinds of rocks based on appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter *Vocabulary* *rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, soil, peat, sandy/chalk/clay soil*	**States of matter** • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius *Vocabulary* *solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, degrees, Celsius*	**Forces and Magnets** • Compare how things move on different surfaces • Understand that some forces need contact between two objects but magnetic forces can act at a distance • 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 • Observe how magnets attract some materials and not others • Observe how magnets attract or repel each other • Describe magnets as having two poles *Vocabulary* *force, push, pull, twist, contact force, non-contact force, magnetic force, magnet, strength, bar magnet, ring magnet, button magnet, horseshoe magnet, attract, repel, magnetic material, metal, iron, steel, poles, north pole, south pole*	**States of matter** • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature *Vocabulary* *solid, liquid, gas, heating, cooling, state change, melting, freezing, melting point, boiling, boiling point, evaporation, condensation, temperature, degrees, Celsius*	**Plants** • Identify and describe the functions of different parts of flowering plants • Explore what plants need for life and growth (air, light, water, nutrients) and how they vary from plant to plant • Investigate how plants transport water • Explore the part flowers play in a plant's lifecycle including pollination, seed formation and seed dispersal *Vocabulary* *photosynthesis, pollen, insect/wind pollination, male, female, seed formation, seed dispersal (wind dispersal, animal dispersal, water dispersal), air, nutrients, minerals, soil, absorb, transport* **Animals including humans** • 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 *Vocabulary* *nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water*

Working Scientifically throughout the year

- Asking relevant questions and using different types of scientific enquiries to answer them
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Setting up simple practical enquiries, comparative and fair tests
- 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
- Using straightforward scientific evidence to answer questions or to support their findings
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Vocabulary
practical work, fair testing, relationships, accurate, thermometer, data logger, stopwatch, timer, estimate, data, diagram, identification key, chart, bar chart, prediction, similarity, difference, evidence, information, findings, criteria, values, properties, characteristics, conclusion, explanation, reason, evaluate, improve