

Year 3 Knowledge progression	Children working towards nation standard...	Children working at national standard...	Children working beyond national standard... <i>*(taken from UKS2 NC)</i>
Plants	<ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. observe and describe how seeds and bulbs grow into mature plants observe changes across the four seasons 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> <i>recognise that living things (plants) produce offspring of the same kind but normally offspring vary and are not identical to their parents</i> <i>describe the life process of reproduction in some plants</i>
Animals including humans	<ul style="list-style-type: none"> 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, name, draw and label the basic parts of the human body... 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <i>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</i> <i>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).</i> <i>describe the ways in which nutrients and water are transported within animals, including humans</i>
Rocks	<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties describe the simple physical properties of a variety of everyday materials identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <i>compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i> <i>give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i>
Forces and magnets	<ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials (<i>attracted to a magnet or not</i>) compare and group together a variety of everyday materials on the basis of their simple physical properties(<i>attracted to a magnet or not</i>) 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> <i>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i> <i>identify the effect of air resistance, water resistance and friction, that act between moving surfaces</i>
Light	<ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials (<i>opaque, translucent, transparent materials</i>) compare and group together a variety of everyday materials on the basis of their simple physical properties (<i>opaque, translucent, transparent material</i>) observe and describe weather associated with the seasons and how day length varies. 	<ul style="list-style-type: none"> 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 size of shadows change recognise that light from the Sun can be dangerous and that there are ways to protect our eyes 	<ul style="list-style-type: none"> <i>recognise that light appears to travel in straight lines</i> <i>use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye</i> <i>explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes</i> <i>use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</i>

**content taken from UKS2 NC so schools should avoid teaching this in LKS2 and opt to add additional content giving breadth to the topic*