



Science: Year 3

This guide leads to full coverage of the 2019 Cayman Islands National Curriculum for Science including the content and working scientifically skills. Find all of the science resources centrally on the [“Teaching Resources Science for NC2019”](#) area in the “Files” area of your school’s “Teams” team.

Sequence	NC Content and Skills (bullet points correspond directly to FFT)	In-School Resources	External Resources
<p>Autumn 1</p> <p>Completed by October half-term break</p>	<p>Animals, including humans:</p> <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 <p>Working scientifically skills: (Task 1: Human Skeleton)</p> <ul style="list-style-type: none"> 9: Using straightforward scientific evidence to answer questions or to support their findings 	<p>Teams: “Year 3” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 1: Human Skeleton Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Food for energy (Y3 p28) Eating the right food (Y3 p30) Eating the wrong food (Y3 p32) Animal skeletons (Y4 p2) Your skeleton (Y4 p4) Growing bones (Y4 p6) Functions of the skeleton (Y4 p8) Protecting your organs (Y4 p10) Muscles (Y4 p12) Moving your bones (Y4 p14) Investigating moving bones (Y4 p16) Science Equipment manual with scans <p>Kit Boxes Science Investigations KS2 Our Body PSHE</p> <p>Big Cat Science Readers Bones (Red B) Water Bears (Yellow) Fabulous Creatures – Are They Real? (Lime) The Story of the Wolf (Diamond)</p>	<p>Hamilton Trust “Keeping Healthy”</p> <p>STEM Learning</p> <p>Health Services Authority</p> <p>Health City Cayman Islands</p> <p>Department of Agriculture</p> <p>Guy Harvey Ocean Foundation</p> <p>Central Caribbean Marine Institute</p>
<p>Autumn 2</p> <p>Completed by Christmas holidays</p>	<p>Light:</p> <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 light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change <p>Working scientifically skills: (Task 2: Materials and Shadows)</p> <ul style="list-style-type: none"> 1. Asking relevant questions and using different types of scientific enquiries to answer them 7. Using results to draw simple conclusions, make predictions for new values, suggest improvements to raise further questions 	<p>Teams: “Year 3” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 2: Materials and Shadows Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Sources of light (Y2 p58) Light and dark (Y2 p60) Shadows (Y2 p62) Playing with shadows (Y2 p64) Making shadows (Y5 p48) Shadows outside (Y5 p50) Changing the size of a shadow (Y5 p52) Recording Shadows (Y5 p54) Materials and light (Y5 p56) Playing with light and materials (Y5 p58) Science Equipment manual with scans <p>Kit Boxes Science Investigations KS2 Light</p> <p>Big Cat Science Readers In the Dark (Red A) Lights (Yellow) Your Senses (White) Light (Diamond)</p>	<p>Hamilton Trust “Light and Shadows”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>Cayman Islands Astronomical Society</p>

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<p>Spring 1</p> <p>Completed by February half-term break</p>	<p>Rocks:</p> <ul style="list-style-type: none"> compare and group together different kinds of rocks on the basis of their 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 <p>Working scientifically skills: (Task 3: Testing Soil)</p> <ul style="list-style-type: none"> 2. Setting up simple practical enquiries, comparative and fair tests 3. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard unit, using a range of equipment, including thermometers and data loggers 	<p>Teams: “Year 3” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 3: Testing Soil Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Different types of rocks (Y2 p30) Rocks are useful (Y2 p32) Science Equipment manual with scans Geology of Cayman – Reference ppt <p>Kit Boxes</p> <p>Science Investigations KS2 Earth Science</p> <p>Big Cat Science Readers</p> <p>What’s Underground (Blue) Fossils (White) A Finder’s Guide to Rocks, Fossils and Soils (Topaz) How to Build a House (Sapphire) Coral Reefs (Pearl)</p>	<p>Hamilton Trust “Rocks and Fossils”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>Department of the Environment</p> <p>National Trust for the Cayman Islands</p> <p>Water Authority Cayman</p>
<p>Spring 2</p> <p>Completed by Easter holidays</p>	<p>Forces and Magnets:</p> <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 can 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 <p>Working scientifically skills: (Task 4: Magnets)</p> <ul style="list-style-type: none"> 6. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions 8. Identifying differences, similarities or changes related to simple scientific ideas and processes 	<p>Teams: “Year 3” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 4: Magnets Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Exploring materials (Y1 p48) Properties of materials (Y1 p50) More properties (Y1 p52) What material is it? (Y1 p54) More materials (Y1 p56) Sorting materials (Y1 p58) Making smaller groups (Y1 p60) Properties of materials (Y3 p46) Hard or soft? (Y3 p48) Strength (Y3 p50) Flexibility (Y3 p52) Staying the same shape (Y3 p58) Floating or sinking (Y3 p60) See-through or not (Y3 p62) Wet or dry (Y3 p64) Science Equipment manual with scans <p>Kit Boxes</p> <p>Science Investigations KS1 Forces Magnetism</p> <p>Big Cat Science Readers</p> <p>Pushing and Pulling (Pink A) Cars (Pink A) Wheels (Pink B) Discover Mars (Yellow) Blast Off to the Moon (Blue) Robots (Blue) I’ve Just Had a Bright Idea (Green) How Does It Work? (Gold)</p>	<p>Hamilton Trust “Amazing Magnets”</p> <p>STEM Learning</p> <p>Cayman Islands National Museum</p> <p>Catboat Club</p>

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<p>Summer 1</p> <p>Completed by Discovery Day in May</p>	<p>Plants:</p> <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 <p>Working scientifically skills: (Task 5: Seedlings)</p> <ul style="list-style-type: none"> 4. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 5. Recording findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables 	<p>Teams: “Year 3” folder</p> <ul style="list-style-type: none"> Guide and Examples Skills Assessment Task 5: Seedlings Skills video explanation Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Parts of plants (Y3 p2) Plant roots and stems (Y3 p4) Plants need water (Y3 p6) Plants need sunlight (Y3 p8) Plants need warmth (Y3 p10) Healthy plants (Y3 p12) Water plants (Y3 p14) Plants in the desert (Y3 p16) Mountain plants (Y3 p18) Flowers and unusual plants (Y3 p20) Plants are living (Y5 p2) Plants need energy from light (Y5 p4) Science Equipment manual with scans <p>Kit Boxes</p> <p>Science Investigations KS2 Life Cycles</p> <p>Big Cat Science Readers</p> <p>What’s Inside? (Red A) The Oak Tree (Red B) What’s Underground (Blue) The Gardening Year (Orange) Mega Plants (Copper) Plants, Pollen and Pollinators (Topaz) Life Cycles (Sapphire)</p>	<p>Hamilton Trust “Roots and Shoots”</p> <p>STEM Learning</p> <p>Department of Agriculture</p> <p>Cayman Islands National Museum</p> <p>Central Caribbean Marine Institute</p> <p>Department of the Environment</p> <p>Mangrove Rangers</p> <p>National Trust for the Cayman Islands</p> <p>Queen Elizabeth II Royal Botanic Park</p>
<p>Summer 2</p> <p>Completed by Summer holidays</p>	<p>Plants:</p> <ul style="list-style-type: none"> explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Teams: “Year 3” folder</p> <ul style="list-style-type: none"> Guide and Examples Scheme of Work (Hamilton) Topic Sheet Videos (BBC) <p>Teams: “All years” folder</p> <ul style="list-style-type: none"> Collins IP Science Books <i>(Note: This legacy resource does not match the current curriculum year-for-year)</i> <ul style="list-style-type: none"> Plants can make new plants (Y5 p6) Flowers help plants to reproduce (Y5 p8) From flower to seeds (Y5 p10) Insects and flowers (Y5 p12) Seeds get around – wind, water, explosion (Y5 p14) Seeds get around – animals (Y5 p16) The life cycle of a plant (Y5 p24) Stages in the life cycle (Y5 p26) Science Equipment manual with scans <p>Kit Boxes</p> <p>Science Investigations KS2 Life Cycles</p> <p>Big Cat Science Readers</p> <p>What’s Inside? (Red A) The Oak Tree (Red B) What’s Underground (Blue) The Gardening Year (Orange) Mega Plants (Copper) Plants, Pollen and Pollinators (Topaz) Life Cycles (Sapphire)</p>	<p>Hamilton Trust “Artful Flowers, Fruits and Seeds”</p> <p>STEM Learning</p> <p>Department of Agriculture</p> <p>Cayman Islands National Museum</p> <p>Central Caribbean Marine Institute</p> <p>Department of the Environment</p> <p>Mangrove Rangers</p> <p>National Trust for the Cayman Islands</p> <p>Queen Elizabeth II Royal Botanic Park</p>