

Year 3 Science Unit of Learning: Light

Big Question:

Prior learning: : Year 2: Understanding simple physical properties of materials, including materials that allow or block light. Observing the uses of everyday materials and beginning to identify transparent, translucent, and opaque objects.

At the end of this topic, pupils will know:

Line of Enquiry	National Curriculum Objective
Is it a light Source or Light Reflector?	<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.
Transparent, Translucent or opaque?	
What makes a good reflector?	
What is a shadow?	
How can we protect our eyes from the sun?	
How do telescopes work?	

Key Vocabulary

Word	Definition
bioluminescence	Light that is given off living organisms such as glow worms.
mirror	to show reflection of
reflect	to show an image of
opaque	Not able to be seen through.
translucent	Allowing light, but not detail, through.
transparent	Allowing light and detail to be seen.
shadow	A dark area produced by a body coming between rays of light.
iris	A flat, coloured ring-shaped membrane behind the cornea of the eye.
project	To cause light or shadow to fall to a surface.
lens	A curved piece of glass dispersing light.
optician	A person qualified to prescribe glasses or detect eye diseases.



As children of God we are loved, we are called, and we are inspired.



Year 3 Science – Spring 2

Unit of Learning: Animals including

Big Question:

Prior learning: In Year 2, children found out and described the basic needs of animals for survival, described the importance of exercise, eating the right amounts of different types of food for humans, feeding relationships.

At the end of this topic, pupils will know:

Line of Enquiry	National Curriculum Objective
How do living things get energy?	<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
What do we need to eat?	
How much is enough food?	
What bones are in the human body?	
Are human and other animal's bones the same?	
How do animals move?	



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Key Vocabulary

Word	Definition
Carnivore	An animal that feeds on other animals.
Consumer	A person or thing that eats or uses something
Herbivore	An animal that feeds on plants.
Omnivore	An animal that eats plants and animals.
Producer	An organism that produces organic compounds from things such as water and light.
Obesity	To be overweight
Starvation	Suffering caused by lack of food
Fracture	The cracking or breaking of a bone.
Exoskeleton	A hard covering for the body in some animals.
Hibernate	To spend time in a dormant state.
collagen	Protein found in skin and hair

