

YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

## 01 – PLANT PARTS

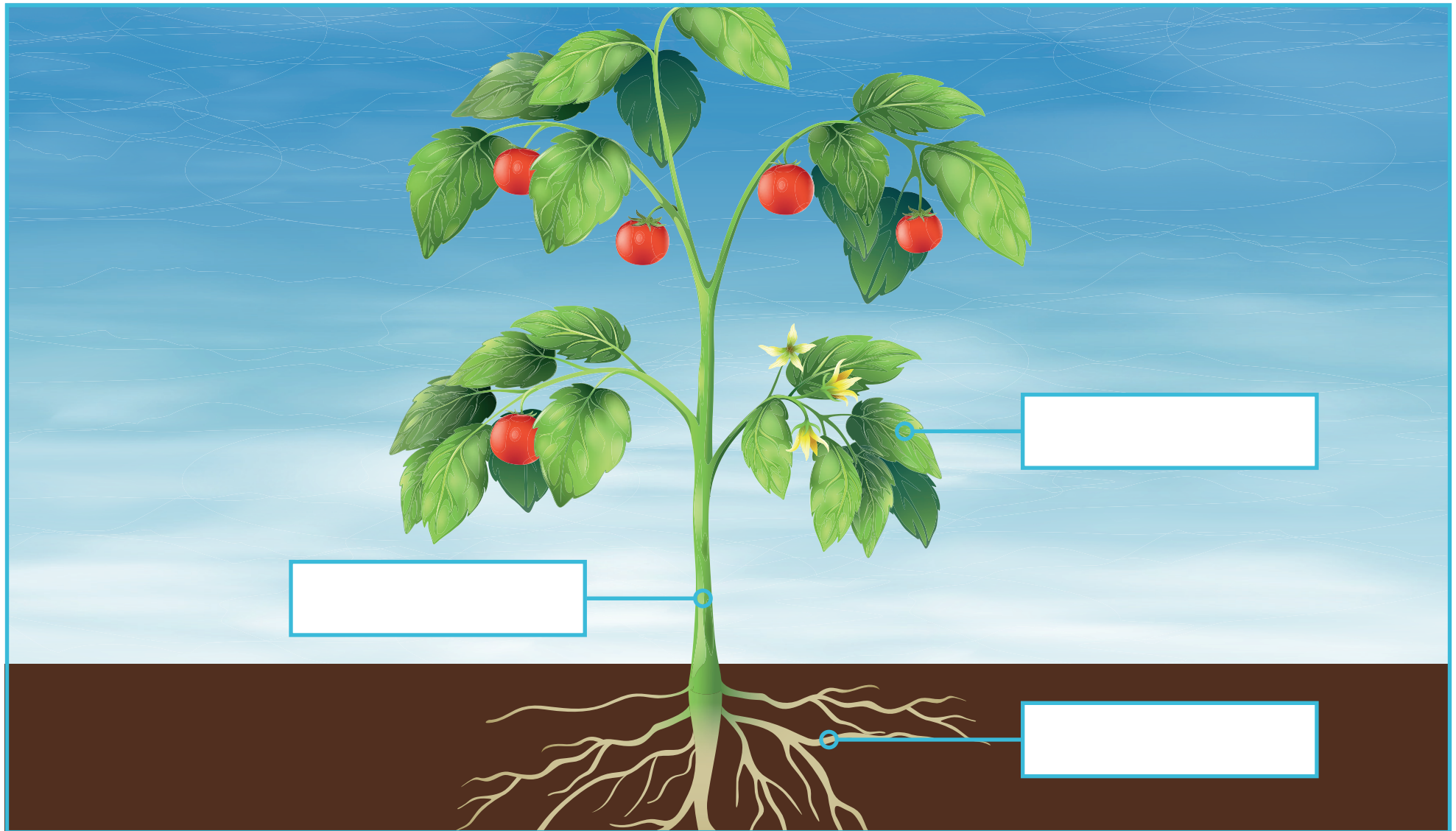
Examine the plant.

**Can you name each part?**

**Can you describe the  
role of each part?**

**Where does the food  
for plants come from?**

YEAR 3  
PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:  
**01 – PLANT PARTS**



YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**02 – HEALTHY**



Examine the plants.

**Describe the plants.**

**How are they different?  
How are they the same?**

**What do plants need  
to stay healthy?**

YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**03 – UNHEALTHY**



Examine the plants.

**Describe the plants.**

**How are they different?  
How are they the same?**

**What has happened to make the plant unhealthy?  
Could you make the plant healthy again? How?**

YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**04 – LIFE AND GROWTH**



Look at the pictures.

**Which of these are essential  
for plant life and growth?**

**Why?**

**What would happen if  
a plant received no light?**

YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**04 – LIFE AND GROWTH**

<b>SOIL</b>	<b>AIR</b>	<b>POTS</b>
<b>COLD</b>	<b>WATER</b>	<b>FERTILISER</b>
<b>SUNLIGHT</b>	<b>COMPOST</b>	<b>SAND</b>
<b>WARMTH</b>	<b>SPACE</b>	<b>NUTRIENTS</b>

YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**05 – SEEDS**



Examine the seeds.

**What are seeds?**

**How are they different,  
how are they the same?**

**What do they need to begin to grow?  
What is it called when seeds begin to grow?**

YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**06 – LIFE CYCLE**



Look at the cards.

**Can you put the cards in order?**

**What is happening in each part?**

**Where do seeds come from?**



YEAR 3

PARTS OF A PLANT AND REQUIREMENTS FOR GROWTH:

**06 – LIFE CYCLE**



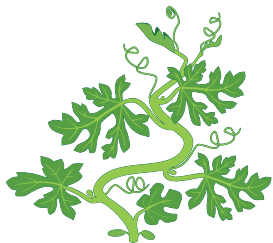
**SEED**



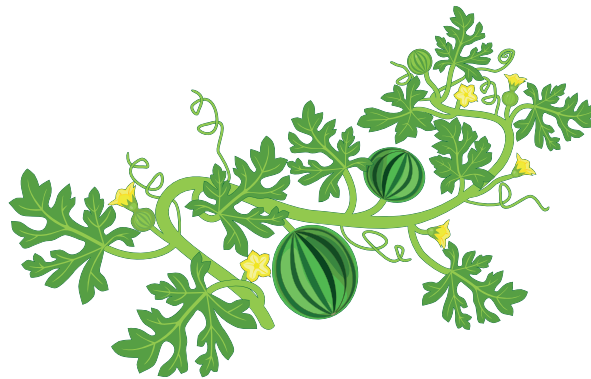
**SPROUT**



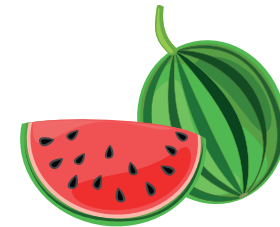
**PLANT**



**VINE**



**BLOSSOM**



**MELON**

Examine the foods.

**Sort the foods into 'healthy',  
'unhealthy' and 'not sure'.**

**Why are some foods unhealthy?**

**What do these foods do to our bodies?**

Examine the front of the packaging.

**What does the packaging tell you about the food?**

**What tells you how healthy it is?**

**What do the percentages mean?**

Examine the cards.

**Which of these foods should we eat a lot of?  
Which of these foods should we only have  
in small amounts?**

**Which food group best describes  
the food in the picture?**

**Why is each of these food groups  
important for our body?**

YEAR 3

NUTRITION AND SKELETON:

**03 – FOOD GROUPS**

**PROTEIN**

**FAT**

**VITAMINS  
& MINERALS**

**CARBOHYDRATE**

YEAR 3  
NUTRITION AND SKELETON:  
**03 – FOOD GROUPS**



YEAR 3  
NUTRITION AND SKELETON:  
**03 – FOOD GROUPS**



YEAR 3  
NUTRITION AND SKELETON:  
**03 – FOOD GROUPS**





YEAR 3  
NUTRITION AND SKELETON:  
**03 – FOOD GROUPS**

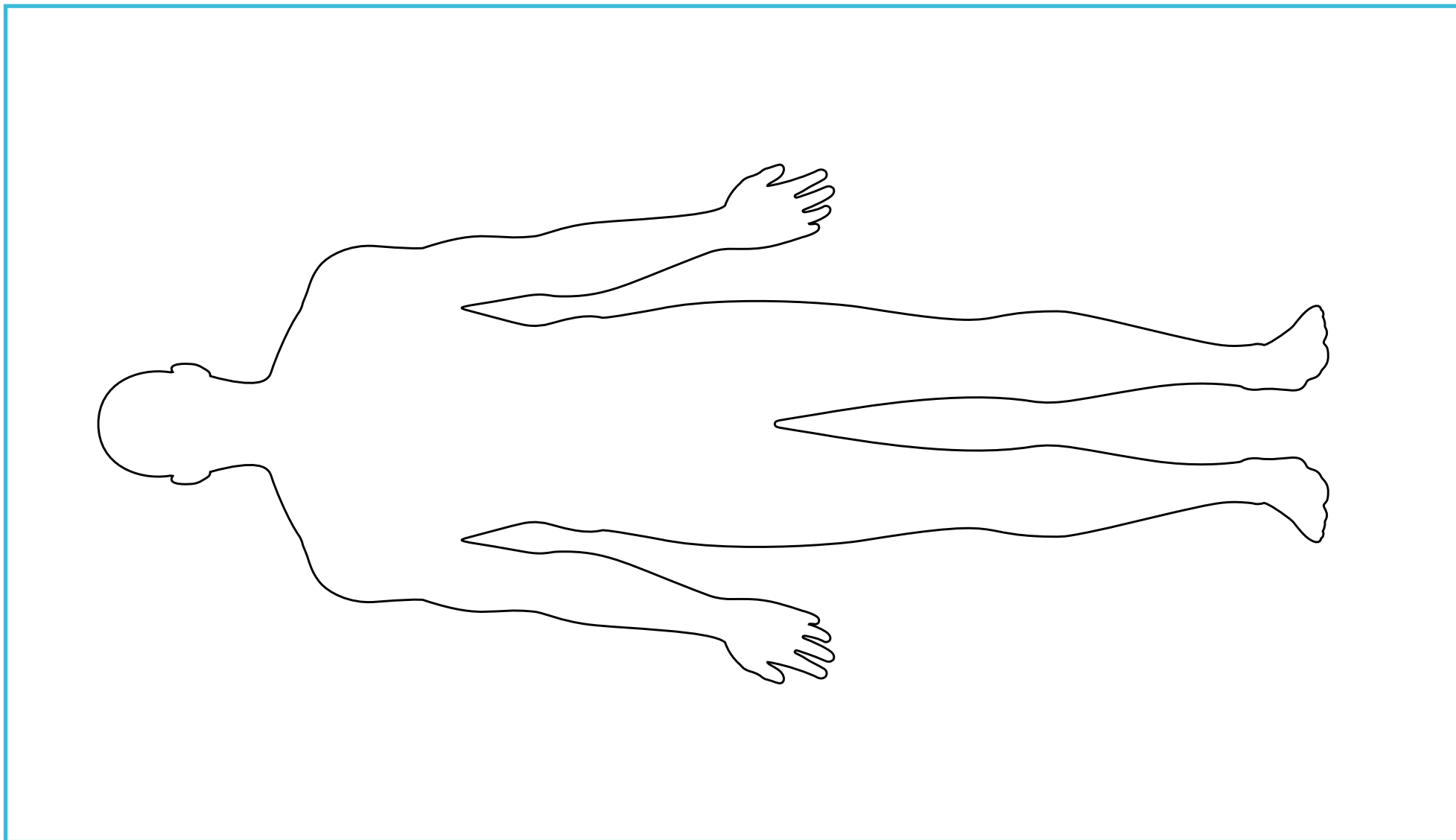


**Draw and label the bones in your body.**

**What are bones made of?**

**Why do we need bones?**

YEAR 3  
NUTRITION AND SKELETON:  
**04 – BONES**



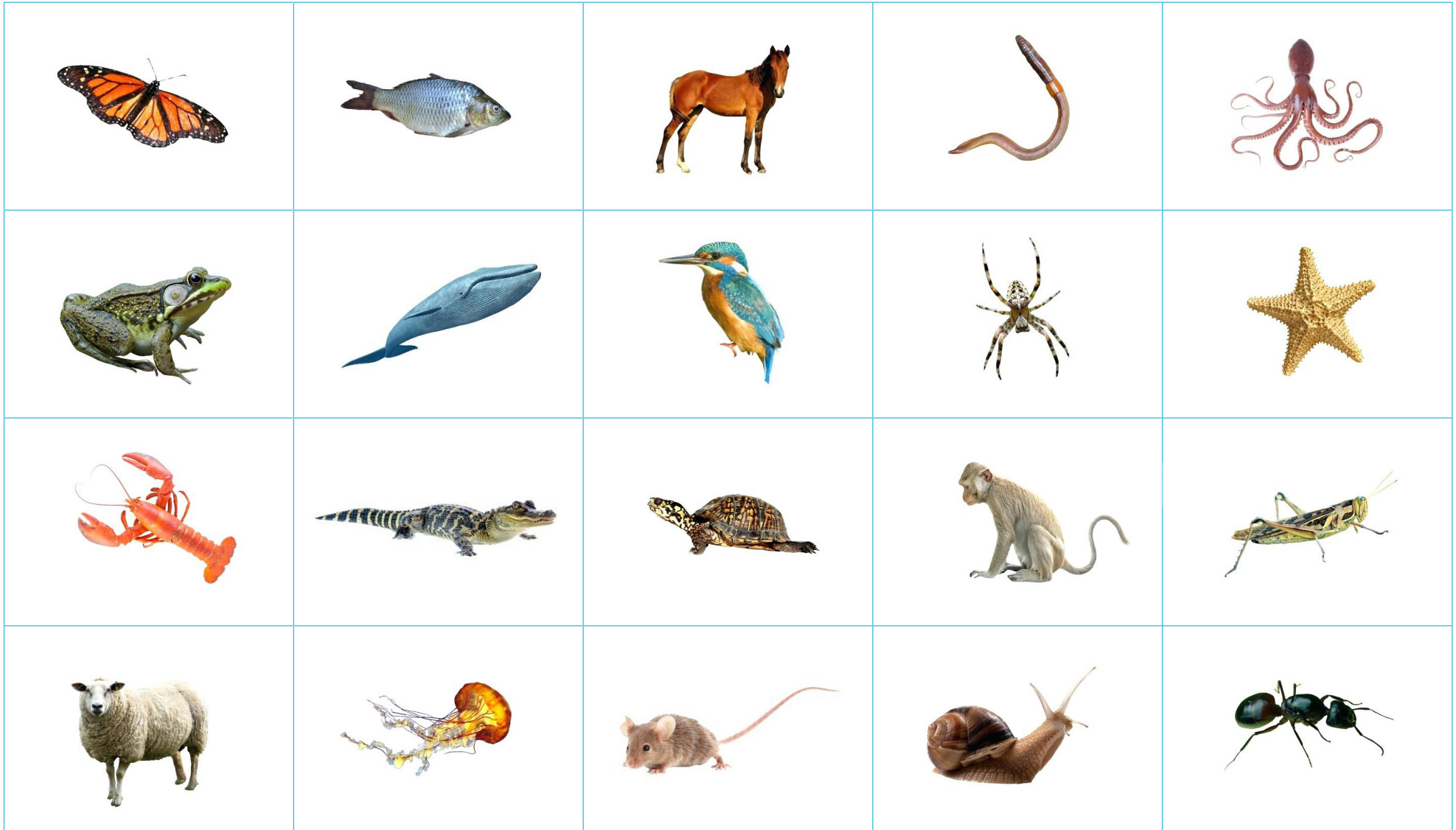
Examine the cards.

**Sort the animals into two groups – those with a skeleton inside their bodies and those without**

**What do the others have instead?**

**Do you know the name for each group?**

YEAR 3  
NUTRITION AND SKELETON:  
**05 – SKELETONS**



Look at the cards.

**How does each animal move?**

**What parts of the body help it to move?**

**Which one is the odd one out and why?**

YEAR 3  
NUTRITION AND SKELETON:  
**06 – MOVEMENT**

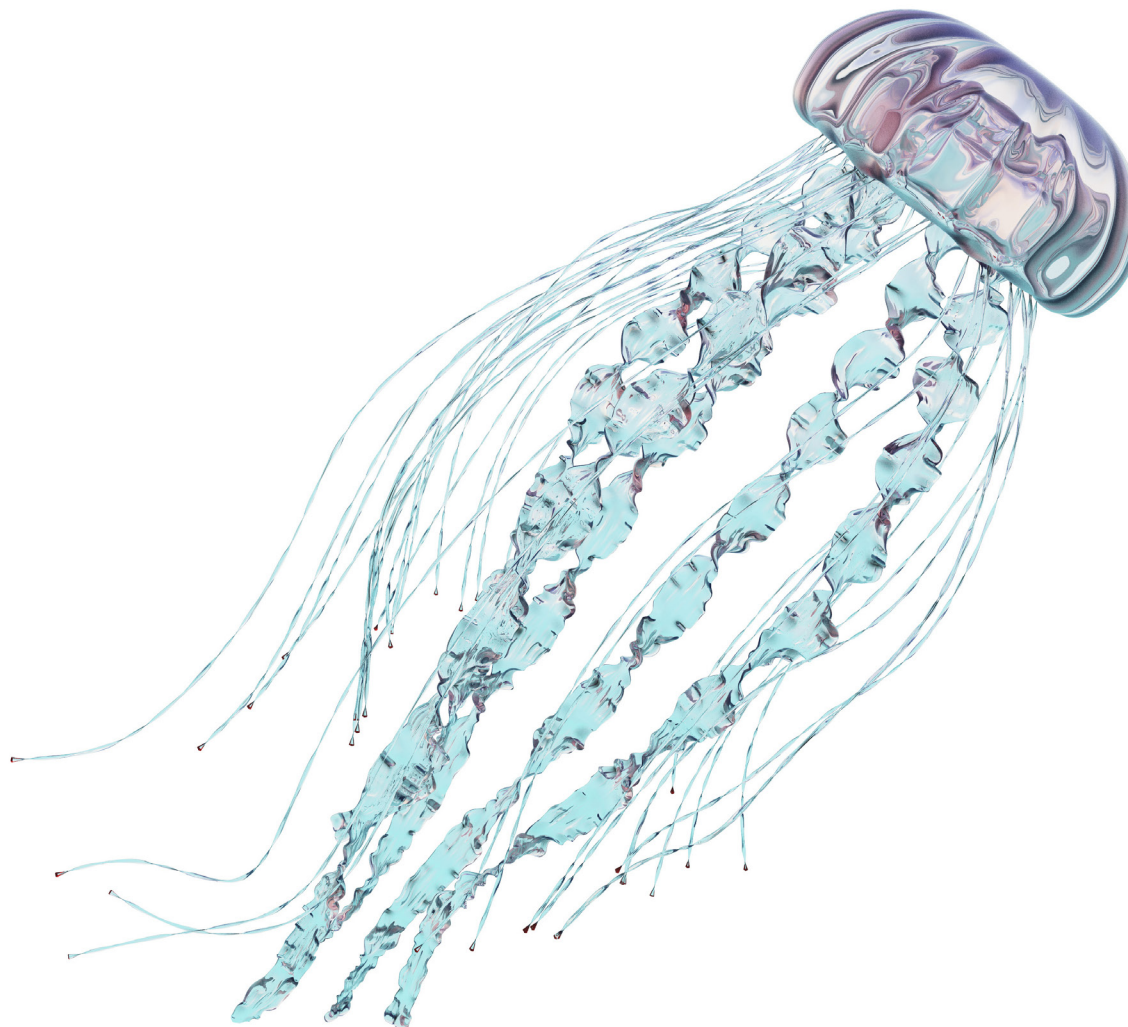


YEAR 3  
NUTRITION AND SKELETON:  
**06 – MOVEMENT**





YEAR 3  
NUTRITION AND SKELETON:  
**06 – MOVEMENT**



Observe the rock carefully.

**Which words could you use  
to describe how it looks?**

**Which words could you use  
to describe how it feels?**

**What could this rock be used for?  
Why?**

Observe the rock carefully.

**Sort the rocks into groups.**

**What heading would you give each group?**

**Can you sort them a different way?  
How many different ways can you sort them?**

Look at the cards.

**Which of these have been found as fossils?**

**Where are fossils found?**

**How are fossils formed?**

YEAR 3  
ROCKS AND SOILS:  
**03 – IDENTIFYING FOSSILS**



YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**



YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**



YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**





YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**



YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**



YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**



YEAR 3  
ROCKS AND SOILS :  
**03 – IDENTIFYING FOSSILS**



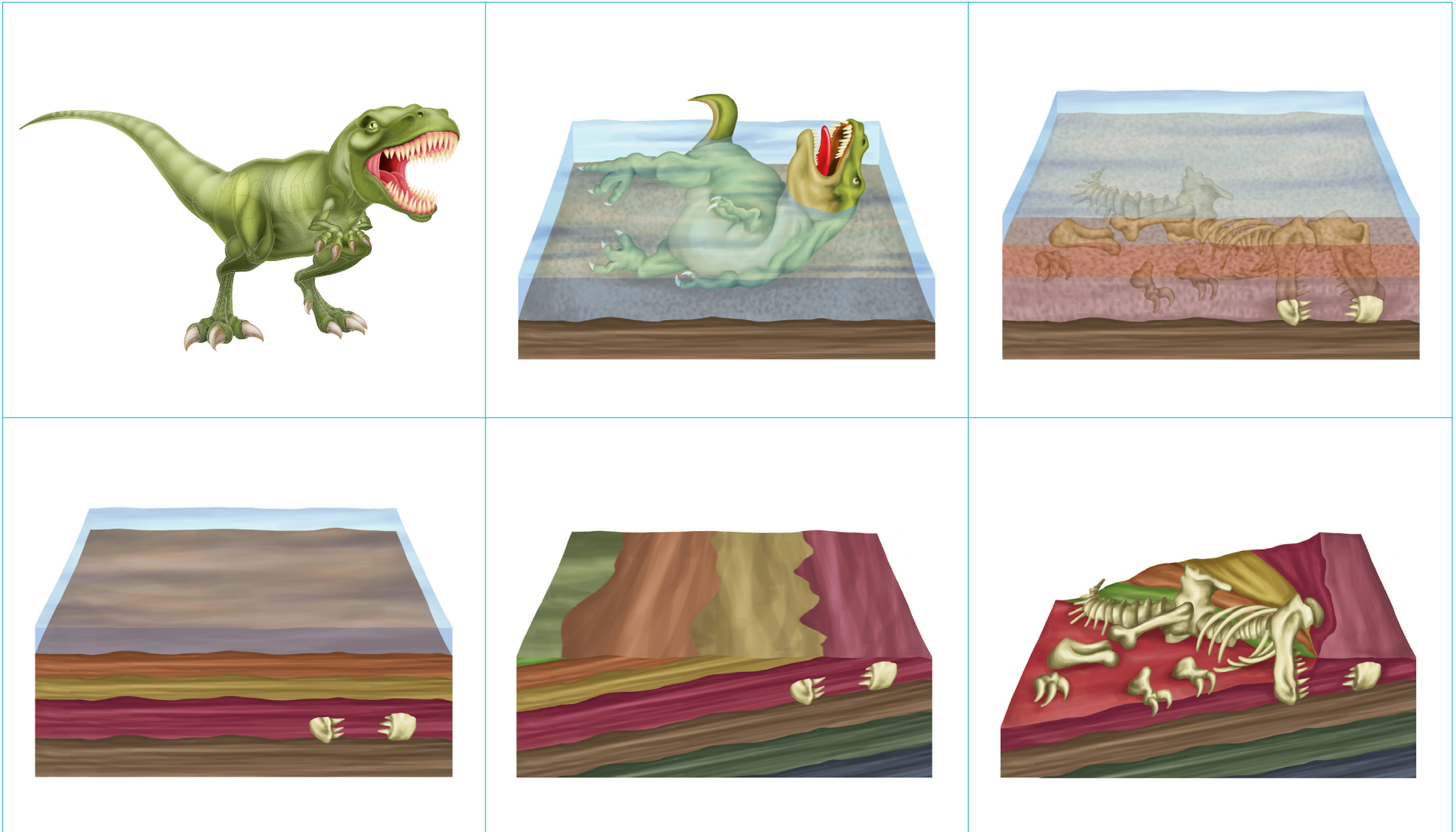
Look carefully at the cards.

**Can you put them into the correct order?**

**Can you describe what is happening in each?**

**How long does it take for fossils to form?**

YEAR 3  
ROCKS AND SOILS :  
**04 – SEQUENCING FOSSILISATION**



Observe the soil carefully.

**What words would you use  
to describe this soil?**

**What is soil made from?**

**Is all soil the same? Why/why not?**

Observe these soils carefully.

**What is the same about them?**

**What is different?**

**Why are these soils different?**



YEAR 3  
LIGHT AND MATERIALS:  
**01 – IDENTIFYING LIGHT SOURCES**



Look at the pictures.

**Which of these items give out light?  
Which do not?**

**Can you name another light source?**

**What is the difference between  
sunlight and moonlight?**

YEAR 3  
LIGHT AND MATERIALS:  
**01 – IDENTIFYING LIGHT SOURCES**



**CANDLES**



**FIRE**



**THE SUN**



**LAPTOP**



**MIRROR**



**TORCH**



**LIGHTBULB**



**THE MOON**



**WATER**



**CUTLERY**



**WINDOW**



**FIREWORKS**

Look at the picture.

**What things in the picture help us to see?**

**Where does the light come from?**

**What could we see if there was no light?**

YEAR 3  
LIGHT AND MATERIALS:  
**02 – HOW WE SEE**



YEAR 3

LIGHT AND MATERIALS:

## 03 – COMPARING REFLECTIVE MATERIALS



Explore the materials by shining a torch on them.

**Can you sort the items into order  
from least shiny to most shiny?**

**What happens to light when  
it hits shiny objects?**

**What do all shiny objects have in common?**

YEAR 3

LIGHT AND MATERIALS:

**04 – PROTECTING OURSELVES FROM THE SUN**



**How can the Sun harm us?**

**How can we protect ourselves  
from the Sun's rays?**

**Can you think of more than one answer  
to the questions above?**

YEAR 3  
LIGHT AND MATERIALS:  
**04 – PROTECTING OURSELVES FROM THE SUN**



Draw round the shadow created by the object.

**Describe the shadow.**

**What causes the shadow?**

**Do all objects create shadows?  
Which do? Which do not?**



**Describe the shadow.**

**How could you change the  
size of the shadow?**

**Could you change the colour  
or shape of the shadow? How?**

Examine the cards.

**Talk about what is happening  
in each card.**

**Sort the cards into pushes,  
pulls, both and not sure.**

**Can you think of another  
example for each category?**

YEAR 3  
FORCES AND MAGNETS:  
**01 – PUSHES AND PULLS**



Examine the surface of the blocks.  
Place them at the top of the slope and raise it, slowly and steadily.

**How are the surfaces different?**

**Which block slides down first?**

**Which block slides down last?**

**Why?**

Examine the materials.

**Can you name each material?**

**Sort the materials into magnetic,  
non-magnetic and not sure.**

**Explain how you decided which  
group each material should fit into.**

Holding the object and the magnet,  
slowly move them towards each other.

**Describe what you can feel.**

**Why does this happen?**

**How is this used in everyday life?**

Examine the magnets.

**How are they different?**

**How are they the same?**

**Can you name any of the magnets?**

Holding the two magnets,  
slowly move them towards each other

**Describe what you can feel.**

**Why does this happen?**

**How does turning one of the magnets  
around affect what happens? Why?**