**Science – Summer Yr 3 /**

**Living Things And Their Habitats**

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| Prior Learning  |
| Previous experience of using Venn and Carroll diagrams, grouping animals by different characteristics and knowledge of how living things depend upon their habitats for survival. |
| Key vocabulary for this unit |
| organism, sort, group, criteria, Venn diagram, Carroll diagram, variation, classification, vertebrates, invertebrates, specimen, invertebrate, thorax, abdomen, antenna, segmented, wing case, mandible, proboscis, prolegs, characteristic, key, habitat, environment, wildlife, change, danger, endangered, extinct, conservation. |
| Learning Sequence |
| **Grouping Living Things** | * To recognise that living things can be grouped in a variety of ways.
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| **Classifying Vertebrates** | * To identify vertebrates by observing their similarities and differences.
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| **Invertebrate Hunt** | * To use a key to identify invertebrates.
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| **Classification Keys** | * To create a classification key.
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| **Local Habitat Survey** | * To recognise positive and negative changes to the local environment.
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| **Environmental Changes** | * To describe environmental dangers to endangered species.
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| Assessment milestones |
| **Working Scientifically:*** To use a range of methods to sort living things.
* To record observations in different ways.
* To present my findings orally and in writing.
 | **Scientific Knowledge:*** To identify vertebrates and invertebrates by observing their similarities and differences.
* To recognise positive and negative changes to the local environment.
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**States of Matter**

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| Prior Learning  |
| Describe the simple physical properties of a variety of everyday materials.Compare and group together a variety of everyday materials on the basis of their simple physical properties. |
| Key vocabulary for this unit |
| solid, liquid, gas, particles, state, material, properties, gas, carbon dioxide, matter, material, weight, mass, melt, freeze, thermometer, temperature, melt, freeze, condense, evaporate, process, water, ice, water vapour, evaporation, dry, energy, state, heat, precipitation, collection, clouds, rain, sleet, hail, snow |
| Learning Sequence |
| **Solid, Liquid or Gas?** | * To sort and describe materials.
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| **Investigating Gases** | * To investigate gases and explain their properties.
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| **Heating and Cooling** | * To investigate materials as they change state.
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| **Wonderful Water** | * To explore how water changes state.
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| **Evaporation Investigation** | * To investigate how water evaporates.
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| **The Water Cycle** | * To identify and describe the different stages of the water cycle.
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| Assessment milestones |
| **Working Scientifically:*** To make observations and conclusions.
* To be able to answer questions based on their learning.
 | **Scientific Knowledge:*** To describe the properties of solids, liquids and gases.
* To explain that melting and freezing are opposite processes that change the state of a material.
* To explain that evaporation and condensation are opposite processes that change the state of a material
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