

SCIENCE YEARLY PLAN FOR YEAR THREE

SEMESTER/ WEEK	TITLE	CONTENT	LEARNING OBJECTIVES	LEARNING OUTCOMES	SCIENCE PROCESS SKILL & MANIPULATIF SKILL	SUGGESTED LEARNING ACTIVITIES	VOCABULARY
SEMESTER ONE	THEME A : LEARNING ABOUT LIVING THINGS LEARNING AREA : ANIMALS						
1			1.1 To observe and recognise external features of animals.	1.1.1 Identify external features of an animal. 1.1.2 Make a list of the external features of an animal.	SPS 1 - Observing SPS 2 – Classifying SPS 4 – Making Inferences	Refer to Curriculum Specifications For Year Three Science	Beak Claws Feathers Fur Horn Legs Scales Tail Wings
2			1.2 That animals can be grouped according to external features	1.2.1 Record the external features of animals on a table 1.2.2 Explain similarities and differences between animals based on the table	SPS 7 - Using space-time relationship MA 2 - Handle specimens correctly and carefully.		
3			1.3 That animals can be grouped in many ways.	1.3.1 Group animals according To similarities in external features.	MA 3 – Draw specimens and apparatus		
4				1.3.2 Group animals in different ways.			

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SEMESTER ONE	THEME A : LEARNING ABOUT LIVING THINGS LEARNING AREA : 2.0 PLANTS						
5			2.1 To observe and recognise external features of plants.	2.1.1 Identify external features of plants. 2.1.2 Make a list of the external features of plants.	SPS 1- Observing SPS 2 – Classifying SPS 4 – Making inferences	Refer to Curriculum Specifications For Year Three Science	Dull Green Red Rough Shiny Smooth Soft Woody
6			2.2 That plants can be grouped according to external features.	2.2.1 Record the external features of animals on a table. 2.2.2 Explain similarities and differences between animals based on the table.	SPS 5 - Predicting MS - Draw specimen		
7			2.3 That plants can be grouped in many ways.	2.3.1 Group plants according to similarities in external features.	MS 2 - Handle specimen correctly and carefully		
8				2.3.2 Group plants in different ways.			

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SEMESTER ONE	THEME B : LEARNING ABOUT NON-LIVING THINGS LEARNING AREA : 1.1 MAGNETS						
9			1.1 That magnet can attract or repel each other.	1.1.1 Demonstrate that magnets can attract or repel each other. 1.1.2 State the magnets can attract or repel each other.	SPS 1 - Observing SPS 2 - Classifying SPS 3 - Measuring And using Numbers.	Refer to Curriculum Specifications For Year Three Science	Attract Iron Magnet Plastic Repel Silver Wooden Steel
10			1.2 To handle magnets properly.	1.2.1 Demonstrate the proper way to handle magnets . 1.2.2 Demonstrate that magnet attract some materials but not others.	MA 1- Use and handle Science apparatus and substances.		
11			1.3 That magnets attract some materials.	1.3.1 Record their findings on a table.			

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SEMESTER ONE	THEME B :	LEARNING ABOUT NON-LIVING THINGS					
	LEARNING AREA :	1.0 MAGNETS					
12			1.1 That magnet can Attract or repel Each other.	1.1.1 Demonstrate that magnets can attract or repel each other 1.1.2 State the magnets can attract or repel each other.	SPS 1- Observing SPS 4- Making Inferences SPS 5 – Predicting SPS 7 – using space-Time Relationship	Refer to Curriculum Specifications For Year Three Science	Attract Iron Magnet Plastic
13		1.2 To handle magnet properly	1.2.1 Demonstrate the proper way to handle magnets. 1.2.2 Demonstrate that magnet attract some materials but not other	SPS 11- Making hypotheses MS 1 - Use and handle science apparatus and substances.	Repel Silver Wooden		
14		1.3 That magnets attract some materials. 1.4 That magnet have different strengths. 1.5 The different uses of magnets .	1.3.1 Record their findings in a table. 1.3.2 State the objects that are attracted by magnets. 1.4.1 Design a fair test to compare the strengths of different magnets by deciding what to keep the same, what to change and what to measure. 1.4.2 Form a conclusion based on the observations.	MS 2 – Handle specimens correctly and apparatus.	Steel		

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SEMESTER ONE	THEME B : LEARNING ABOUT NON- LIVING THINGS LEARNING AREA : 2.0 ELECTRICITY						
15			2.1 How to make a bulb in a circuit brighter or dimmer	2.1.1 Suggest ways to make a bulb in a circuit brighter. 2.1.2 Design a circuit that makes the bulb light up brighter.	SPS 1- Observing SPS 2 – Classifying SPS 4 - Making Inferences SPS 7 – Using space time relationship	Refer to Curriculum Specifications For Year Three Science	Brighter Dimmer
16				2.1.3 Show perseverance in making a circuit that makes the bulb brighter. 2.1.4 Explain the circuit.			
17				2.1.5 Draw the circuit 2.1.6 Design a circuit to make a bulb dimmer.			

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SEMESTER ONE	THEME A : LEARNING ABOUT NON - LIVING THINGS LEARNING AREA : 2.0 ELECTRICITY						
18			2.2 That some materials conduct electricity.	2.2.1 Predict which materials can conduct electricity. 2.2.2 Build a circuit to test which materials conduct electricity. 2.2.3 Record the findings in a table. 2.2.4 Form conclusions based on the findings.	MS 1 – Use and handle science apparatus and sunstances. MS 2 – Handle specimens correctly and carefully.	Refer to Cuririculum Specifications For Year Three Science	Metal Plastic Wood
19			2.3 That a switch is used to complete or break a circuit.	2.3.1 Make acircuit which allows a bulb to be turned on or off. 2.3.2 Explain how the bulb can be turned on or off.	MS 5 - Store science apparatus.		
20				2.3.3 State that a switch is used to complete or break a circuit. 2.3.4 Create a simple switch.			

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SEMESTER ONE	THEME A : LEARNING ABOUT NON- LIVING THINGS LEARNING AREA : 3.0 SPRING						
21			3.1 That spring returns to its original size and shape after being bent, twisted, stretched or squeezed.	3.1.1 State that a spring returns to its original size and shape after being bent, twisted, stretched or squeezed. 3.1.2 State that it is easier to bend, twist, stretch and squeeze some springs than others.	SPS 1 - Observing SPS 3 - Measuring and numbers SPS 4 - Making inferences SPS 5 - Predicting	Refer to Curriculum Specifications For Year Three Science	Bend Shape Size
22			3.2 That springs stretch differently.	3.2.1 Design a fair test to find out which spring stretches the most by deciding what to keep the same, what to change and what to measure.	SPS 7 – Using space time relationship MA 2 – handle Specimens Correctly and Carefully.		Spring
23			3.3 The uses of springs	3.2.2 Carry out the test and record the observation. 3.2.3 Form a conclusion based on the observations. 3.2.4 Explain how they arrive at the conclusion	MA 3 – draw Specimens And apparatus		

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SEMESTER TWO	THEME B :	LEARNING ABOUT NON-LIVING THINGS					
	LEARNING AREA :	4.0 ABSORPTION					
24			4.1 That some materials can absorb water. 4.2 That some materials can absorb more water than others.	4.1.1 Identify materials that absorb water. 4.3.1 Design a fair test to test ability to different materials in absorbing water by deciding what to keep the same, what to change and what to measure.	SPS 1- Observe SPS 2- Classifying SPS 4 – Making Inferences SPS 5 - Predicting SPS 6 - Interpreting Data	Refer to Curriculum Specifications For Year Three Science	Absorb Cloth Cons Pebbles Tissue paper
25			4.3.2 Carry out the test and the observations. 4.3.3 Form a conclusion based on the observations. 4.3.4 Explain how they arrive at the conclusion.	SPS 12 – Making hypotheses MS 1 – Use and handle science apparatus and substances.			
26			4.3 The uses of the ability of materials to absorb water.	4.3.1 Explain the uses of the ability of materials to absorb water.	MS 3 – Draw specimens and apparatus		

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SEMESTER TWO	THEME B :	LEARNING ABOUT NON-LIVING THINGS					
	LEARNING AREA :	5.0 SOIL					
27			5.1 What soil is made up of.	5.1.1 describe what soil is made up of. 5.1.2 state the differences between soil samples from different places	SPS 1 - Observing SPS 2 - Classifying SPS 3 - Making Inferences SPS 10 - Controlling variable SPS 11 - Making Hypotheses SPS 12 - Experimenting	Refer to Curriculum Specifications For Year Three Science	Clay Garden soil Sand Soil
28		5.2 The flow of water through different types of soil.	5.3.1 design a fair test to compare how well water moves through sand, clay and garden soil by deciding what to keep the same, what to change and what to measure. 5.2.2 carry out the test and record the observations. 5.3.2 form a conclusion based on the observations 5.3.3 explain how they arrive at the conclusion	MS 2 - Use and handle science apparatus and substances MS 2 - Handle specimens correctly and carefully			
29		5.3 That certain soils are more suitable for plant growth.	5.3.1 Form a conclusion based on the observations. 5.3.2 Explain how they arrive at the conclusion.	MS 3 - Draw specimens and apparatus			

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SEMESTER TWO	THEME B :	LEARNING ABOUT NON-LIVING THINGS					
	LEARNING AREA :	6.0 MIXING SUBSTANCES					
30			6.1 That different substances have different properties.	6.1.1 State the properties of different substances in terms of appearance, smell, feel and colour. 6.1.2 Describe the results of mixing different substances with water.	SPS 1- observing SPS 2 – Classifying SPS 3 - Measuring and Using numbers. SPS 9 – Defining operationally SPS 10 – Controlling variables SPS12- Experimenting	Refer to Curriculum Specifications For Year Three Science	Absorb Cloth Cons Pebbles Tissue paper
31			6.1.3 Describe the results of mixing different substances with vinegar. 6.1.4 State that different substances have different properties.				
32			6.2 That some substances are unsafe and should be handled with care.	6.2.1 Identify labels for unsafe substances. 6.2.2 Explain the meaning of the labels. 6.2.3 List unsafe substances.			

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SEMESTER TWO	THEME B :	LEARNING ABOUT NON-LIVING THINGS					
	LEARNING AREA :	6.0 MIXING SUBSTANCES					
33			6.2 That some substances are unsafe and should be handled with care	6.2.4 State the need to look at labels or ask an adult before touching or tasting any substance. 6.2.5 List the harm caused by unsafe substances.	SPS 1 - Observing SPS 2 - Classifying SPS 4 - Making Inferences SPS 5 - Predicting SPS 8 - Interpreting data SPS 10 - Controlling data SPS 11- Making hypotheses SPS12- Experimenting	Refer to Curriculum Specifications For Year Three Science	Baking powder Milk powder Salt Tapioca flour Vinegar Water Wheat flour
34		6.3 That a mixture of substances can be separated.	6.3.1 Plan how to separate a mixture of substances. 6.3.2 Present their processes of separating the mixture in words or diagrams.	MA 1 – Use and handle science apparatus and substances MA 3 – Draw specimens and apparatus MA 5 – Store science apparatus			
35			6.3.3 Give reasons why the methods are able to separate the mixture. 6.3.4 Compare different methods of separating the mixture. 6.3.5 Explain why one method of separating mixture may be better than another.				