



St John Fisher RC Primary School

Year Three Knowledge Organiser – Summer Term Two - Science

What we will be learning	Key Facts to Remember	Vocabulary								
<p>Lesson 1 and 2 Forces I know:</p> <ul style="list-style-type: none"> • Pushes and pulls are forces • To push is to apply a force to try and move an object away • To pull is to apply a force to try and move an object closer • A contact force is a push or a pull that affects objects which are touching • A force can change the shape of an object • Friction is a contact force where one object is pushed against the surface of another • Friction pushes against a moving object • I can carry out an experiment with different objects and rough and smooth surfaces to investigate friction and record the results 	<p>Forces are pushes or pulls. A contact force is a push or a pull that affects objects which are touching. Friction is a contact force that is caused by one object being pushed across the surface of another Friction can stop or slow down a moving object. Smooth surfaces, such as ice, wood, and plastic, have lower levels of friction. Rough surfaces, such as concrete, sand and carpet, have higher levels of friction.</p>	<ul style="list-style-type: none"> • push - to apply a force to try and move an object away • pull - to apply a force to try and move an object closer • force - a push or pull • force - a push or pull • contact force - a push or a pull that affects objects which are touching 	<ul style="list-style-type: none"> • force - a push or pull • friction - a contact force that is caused by one object being pushed across the surface of another • contact force - a push or pull that affects objects which are touching <p>smooth - an even surface</p> <p>rough - an uneven surface</p>	<p>data - information collected, such as facts, information or numbers</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Surface</th> <th>Distance travelled (cm)</th> </tr> </thead> <tbody> <tr> <td>wood</td> <td>84</td> </tr> <tr> <td>sandpaper</td> <td>76</td> </tr> </tbody> </table> <p>prediction - using what you know to suggest what might happen in the future</p> <p>independent variable (what will change) - the material on the surface of the ramp</p> <p>dependent variable (what will be measured) - the distance that the car travels from the end of the ramp</p>	Surface	Distance travelled (cm)	wood	84	sandpaper	76
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wood	84									
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<p>Lesson 3 and 4 Magnets I know:</p> <ul style="list-style-type: none"> • There are different types of magnets • Magnetism is a force • Magnets pull magnetic material • How to carry out an investigation to see which magnet has the greatest magnetic strength • Magnets have two poles: North and South • Opposite poles attract • Like poles repel 	<p>A magnetic force is a non-contact force. Magnets have two poles - a north and south pole. Magnets can have different shapes, such as a bar magnet or a horseshoe magnet. Some materials are magnetic and some are not. Plastic is not a magnetic material. Wood is not a magnetic material. Paper is not a magnetic material. Some metals are magnetic materials. Magnets are objects that can attract some other metals. The opposite poles on two magnets will attract each other. The same poles on two magnets will repel each other.</p>	<p>magnet - an object that can pull a magnetic material</p> <p>magnetic - describes a material which can be pulled by a magnet</p> <p>poles - the two ends of a magnet, known as the north pole (N) and south pole (S)</p> <p>iron - a metal that is magnetic</p> <p>magnetic force - a non-contact force caused by a magnet</p>	<p>metal - a material that is usually hard and shiny</p> <p>non-metal - a material that is not metal</p> <p>attract - a magnetic force that pulls</p>	<p>magnetic - describes a material which can be pulled by a magnet</p> <p>attract - a magnetic force that pulls</p> <p>repel - a magnetic force that pushes two magnets apart</p>						
<p>Lesson 5 Plants B I know:</p> <ul style="list-style-type: none"> • How to find conclusions from a plant growth investigation by analysing data <p>Lesson 6 Sustainability I know:</p> <ul style="list-style-type: none"> • That a biodiversity is the variety of living things in a habitat • How to sort animals into extinct or endangered 	<p>Plants need the right conditions to grow healthily. Plants need air, light, water, nutrients from soil and room to grow. Plant growth may be affected by the number of seeds within a certain area. Biodiversity describes the variety of living things within a habitat. Rewilding increases biodiversity by reintroducing plants to a habitat. Tree planting, seed scattering and no-mow zones are all ways to increase biodiversity in an area.</p>	<p>soil - contains water and nutrients that help the plants to grow and stay healthy</p> <p>seed - a part of a plant that can grow into a new plant</p>	<p>biodiversity - the variety of living things in a habitat</p> <p>endangered - when a type of living thing is at risk of becoming extinct</p>	<ul style="list-style-type: none"> • extinct - when a type of living thing no longer exists • rewilding - improving biodiversity in a damaged habitat • habitat - an area where animals and plants live 						