



## Working Scientifically

Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).

*I can ask questions and use different types of scientific enquiries to answer them.*

Set up simple practical enquiries, comparative and fair tests (Year 3 focus.)

*I can set up simple practical enquiries, comparative and fair tests.*

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).

*I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.*

Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus).

*I can gather, record, classify and present data in a variety of ways to help with answering questions.*

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).

*I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.*

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus).

*I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.*

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus).

*I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.*

Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).

*I can explain differences, similarities or changes related to simple scientific ideas and processes.*

Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus).

*I can use straightforward scientific evidence to answer questions or to support my findings.*

## Animals Including Humans

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

*I can explain why humans and some other animals have skeletons and muscles.*

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.

*I can 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.*

## Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

*I can explain what different parts of flowering plants do.*

Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow), and how they vary from plant to plant.

*I can explore the requirements of plants for life and growth and how they vary from plant to plant.*

Investigate the way in which water is transported within plants.

*I can investigate the way in which water is transported within plants.*

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

*I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.*

## Forces & Magnets

Compare how things move on different surfaces.

*I can compare how things move on different surfaces.*

Notice that some forces need contact between two objects but magnetic forces can act at a distance.

*I can see that some forces need contact between two objects but magnetic forces can act at a distance.*

Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.

*I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.*

Observe how magnets attract or repel each other and attract some materials and not others.

*I can observe how magnets attract or repel each other and attract some materials and not others.*

Describe magnets as having two poles.

*I can describe magnets as having two poles.*

Predict whether two magnets will attract or repel each other, depending on which poles are facing.

*I can predict whether two magnets will attract or repel each other, depending on which poles are facing.*

## Light

Notice that light is reflected from surfaces.

*I can show that light is reflected from surfaces.*

Recognise that he/she needs light in order to see things and that dark is the absence of light.

*I can explain that I need light in order to see things and that dark is the absence of light.*

Recognise that light from the sun can be dangerous and that there are ways to protect eyes.

*I can explain that light from the sun can be dangerous and that there are ways to protect eyes.*

Recognise that shadows are formed when the light from a light source is blocked by a solid object.

*I can show how shadows are formed when the light from a light source is blocked by a solid object.*

Find patterns in the way that the size of shadows change.

*I can show that there are patterns in the way that the size of shadows change.*

## Rocks

Recognise that soils are made from rocks and organic matter.

*I can explain that soils are made from rocks and organic matter.*

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

*I can describe simply how fossils are formed when things that have lived are trapped within rock.*

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

*I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.*