Year 3 Science

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| **Working Scientifically** | **Biology****(Plants/Animals; including humans)** | **Chemistry****(Rocks)** | **Physics****(Light, Forces and magnets)** |
| I can ask relevant scientific questions and use different types of scientific enquiries to answer them. | **I can identify and describe the function of different parts of flowering plants and trees (roots, stem/trunk, leaves and flowers).** | **I can identify, compare and group rocks based on their appearance and physical properties,** | I can describe what dark is (the absence of light). |
| I can explain that light is needed in order to see. |
| I can set up a simple practical enquiries. | **I can 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 describe in simple terms how fossils are formed when things that have lived are trapped within rocks.** | I can explain that light is reflected from a surface. |
| I can set up a fair, comparative tests and explain why they are fair. | **I can recognise that shadows are formed when the light from a light source is blocked by an opaque object.** |
| I can make systematic, careful and accurate observations, including; the use of standard units. |
| I can use equipment, including; thermometers and data loggers to make measurements. | **I can explore and describe how water is transported within plants.** | I can recognise that soils are made from rocks and organic matter. | **I can find patterns in the way that the size of shadows change.** |
| I can gather, record, classify and present data in different ways to answer scientific questions. | I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |  | I can explain the danger of direct sunlight and describe how to keep protected. |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. | 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. |  | I can explore, describe and compare how objects move on different surfaces. |
| I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. | **I can notice and describe that some forces need contact between 2 objects, but magnetic forces can act at a distance.** |
| I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. | I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. |  | **I can observe and describe how magnets attract or repel each other and attract some materials and not others.** |
| I can identify differences, similarities and changes related to simple scientific ideas and processes. | **I can describe and explain the skeletal system of a human.** |  | I can describe how magnets have two poles. |
| I can use straightforward scientific evidence to answer questions or to support my findings. | **I can describe and explain the muscular system of a human.** |  | I can predict whether magnets will attract or repel, depending on which poles are facing. |
| I can use, read and spell scientific vocabulary correctly and with confidence. |  |  | I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials. |