Expectations for Science in Year 3

Component	Statement
Working Scientifically	I can ask relevant questions and set up simple practical enquiries, comparative and fair tests.
Working Scientifically	I can make accurate measurements using standard units. I can use a range of equipment, for example thermometers and data loggers.
Working Scientifically	I can gather, record, classify and present data in a variety of ways to help answer my questions.
Working Scientifically	I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
Working Scientifically	I can report on my findings from enquiries using oral and written explanations, displays or presentations of results and conclusions.
Working Scientifically	I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.
Working Scientifically	I can identify differences, similarities or changes related to simple scientific ideas and processes.
Working Scientifically	I can use straightforward scientific evidence to answer questions or to support my findings.
Plants	I can identify and describe the functions of different parts of flowering plants including, roots, stem/trunk, leaves and flowers.
Plants	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.
Plants	I can investigate the way in which water is transported within plants.
Plants	I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Animals, Including Humans	I can identify that animals, including humans, need the right types and amount of nutrition. I can identify that they cannot make their own food and that they get nutrition from what they eat.
Animals, Including Humans	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
Rocks	I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
Rocks	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.
Rocks	I can recognise that soils are made from rocks and organic matter.
Light	I can recognise that we need light in order to see things and that dark is the absence of light.
Light	I can notice that light is reflected from surfaces.
Light	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.
Light	I can recognise that shadows are formed when the light from a light source is blocked by a solid object.
Light	I can find patterns in the way that the size of shadows change.
Forces and Magnets	I can compare how things move on different surfaces.
Forces and Magnets	I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.
Forces and Magnets	I can observe how magnets attract or repel each other and attract some materials and not others.
Forces and Magnets	I can compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet. I can identify some magnetic materials.
Forces and Magnets	I can describe magnets as having two poles.
Forces and Magnets	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.