**Progress in Science Year 3**

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| I can use results to draw conclusions, make predictions, suggest improvements and raise further questions. |  |  |  | I can predict whether two magnets will attract or repel each other, depending on which poles are facing. | I can find patterns in the way that the size of shadows change. | I can present and interpret data using a tables and charts. |
| I can report on findings using oral and written explanations, displays and presentations. | I can describe magnets as having two poles. |
| I can record findings using scientific language, drawings, labelled diagrams, keys, bar charts or tables. |  | I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. | I can explore similarities and differences between different types of rocks and/or soils and discuss changes that occur when they are in water. | I can compare and group a variety of everyday materials on the basis of whether they are attracted to a magnet and identify magnetic materials. | I can recognise that shadows are formed when light is blocked by an opaque object. | I can measure, compare, add and subtract lengths, mass and volume. |
| I can gather, record, classify and present data. |
| I can make careful observations, take accurate measurements and use scientific equipment. | I can understand that humans and some other animals have skeletons and muscles for support, protection and movement. | I can investigate the way which water is transported within plants. | I can recognise that soils are made from rocks and organic matter. | I can observe how magnets attract or repel each other and attract some materials and not others. | I can recognise that light from the sun is dangerous and that there are ways to protect my eyes. | I can use paragraphs, headings and sub headings to organise my writing. |
| I can set up simple, practical enquiries, comparative and fair tests. | I can identify the main body parts associated with the skeleton and muscles. | I can explore the requirements of plants for life and growth 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 a rock. | I can observe that some forces need contact between 2 objects, but magnetic forces can act at a distance. | I can notice that light is reflected from surfaces. | I can match my writing to the task and choose scientific vocabulary to demonstrate understanding. |
| I can ask scientific questions and use scientific enquiries to answer them. | I can identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food; they get their nutrition from what they eat. | I can identify and describe the functions of different parts of flowering plants. | I can compare and group together different types of rocks on the basis of their appearance and simple physical properties. | I can compare how things move on different surfaces. | I can recognise that we need light to see things and that dark is the absence of light. | I can select, retrieve and record information from non- fiction texts. |
| **Working Scientifically** | **Animals Including Humans** | **Plants** | **Rocks** | **Forces and Magnets** | **Light** | **Literacy/Numeracy** |