

Progress in Science Year 3

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