

Science end of year expectations – Year 3 – All, Most and Some

<p>A) Working Scientifically</p>	<ol style="list-style-type: none"> 1. ALL: I ask relevant questions. 2. ALL: I can share my ideas for setting up simple, practical enquiries comparative and fair tests. MOST: I can set up simple practical enquiries, comparative and fair tests. SOME: I can independently set up and conduct practical enquiries, comparative and fair tests. 3. ALL: I can make accurate measurements using standard units, using a range of equipment, for example thermometers and data loggers. 4. ALL: I can gather, record, classify and presenting data in a variety of ways to help in answering questions. 5. ALL: I can record findings using simple scientific language MOST: I can record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables SOME: I can record findings using complex scientific language, drawings, labelled diagrams, bar charts and tables and use these to draw scientific conclusions. 6. ALL: I can report on findings from enquiries, including oral and written explanations displays or presentations of results and conclusions. 7. ALL: I can use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests 8. ALL: I can identify differences, similarities or changes related to simple scientific ideas and processes.
<p>B) Plants</p>	<ol style="list-style-type: none"> 1. ALL: I can identify the different parts of flowering plants: roots, stem/trunk, leaves and flowers MOST: I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers SOME: I can identify and describe the functions of different parts of a variety of flowering plants and how different plants have adapted these (tap roots, bulbs, cactus, etc.) 2. ALL: 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 3. ALL: I can investigate the way in which water is transported within plants 4. ALL: I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p>C) Animals including Humans</p>	<ol style="list-style-type: none"> 1. ALL: 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 2. ALL: I can identify important parts of the skeleton and muscular system. MOST: I can identify that humans and some other animals have skeletons and muscles for support, protection and movement. SOME: I can identify, compare and describe the functions of the skeleton and muscular system in humans and other animals, explaining why these are important.
<p>D) Rocks</p>	<ol style="list-style-type: none"> 1. ALL: I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties



	<p>2. ALL: I understand that fossils are formed when things that have lived are trapped within rock. MOST: I can describe in simple terms how fossils are formed when things that have lived are trapped within rock SOME: I can describe how fossils are formed when things that have lived are trapped in rock and explain the process.</p> <p>3. ALL: I can recognise that soils are made from rocks and organic matter.</p>
E) Light	<p>1. ALL: I can recognise that we need light in order to see things and that dark is the absence of light</p> <p>2. ALL: I can notice that light reflects from given surfaces. MOST: I can notice that light is reflected from surfaces SOME: I can describe the scientific process of reflection of light using scientific vocabulary.</p> <p>3. ALL: I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>4. ALL: I can recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>5. ALL: I can find patterns in the way that the size of shadows change.</p>
F) Forces & Magnets	<p>1. ALL: I can compare how things move on different surfaces</p> <p>2. ALL: I can notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3. ALL: I can observe how magnets attract or repel each other and attract some materials and not others describe magnets as having two poles</p> <p>4. ALL: I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p> <p>5. ALL: I can group everyday materials on the basis of whether they are attracted to a magnet. MOST: 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 SOME: I can compare and group materials based on whether they are magnetic and make predictions about unfamiliar materials based on my findings.</p>