



Science

Year 3 - I can assessment statements

	Knowledge	Skills
Plants	<p>I can identify and describe the functions of different parts of flowering plants.</p> <p>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.</p> <p>I can investigate the way in which water is transported within plants.</p> <p>I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>I can ask relevant questions and using different types of scientific enquiries to answer them.</p> <p>I can set up simple practical enquiries, comparative and fair tests.</p> <p>I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p>
Animals, including humans	<p>I can identify that animals, including humans, need the right types and amount of nutrition, and they cannot make their own food; they get nutrition from what they eat.</p> <p>I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>
Rocks	<p>I can compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</p> <p>I can describe in simple terms how fossils are formed when things that have lived are trapped within rocks.</p>	<p>I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>
Light	<p>I can notice that light is reflected from surfaces.</p> <p>I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</p> <p>I can recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p>I can find patterns in the way that the size of shadows change.</p>	<p>I can identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>I can use straightforward scientific evidence to answer questions or to support their findings.</p>



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<p>Forces and magnets</p>	<p>I can compare how things move on different surfaces.</p> <p>I can notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>I can observe how magnets attract or repel each other and attract some materials and not others.</p> <p>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.</p> <p>I can describe magnets as having two poles.</p> <p>I can predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	
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