Band 3 - Science

Working Scientifically

Ask relevant questions and use different types of scientific enquiries to answer them (Year 3 focus).
I can ask questions and use different types of scientific enquiries to answer them.

Set up simple practical enquiries, comparative and fair tests (Year 3 focus.)
I can set up simple practical enquiries, comparative and fair tests.

Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (Year 3 focus).
I can make observations and take measurements using standard units, using a range of equipment, including thermometers and data loggers.

Gather, record, classify and present data in a variety of ways to help with answering questions (Year 3 focus).
I can gather, record, classify and present data in a variety of ways to help with answering questions.

Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables (Year 3 focus).
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions (Year 3 focus).
I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.

Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions (Year 3 focus).
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identify differences, similarities or changes related to simple scientific ideas and processes (Year 3 focus).
I can explain differences, similarities or changes related to simple scientific ideas and processes.

Use straightforward scientific evidence to answer questions or to support his/her findings (Year 3 focus).
I can use straightforward scientific evidence to answer questions or to support my findings.

Animals Including Humans

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
I can explain why humans and some other animals have skeletons and muscles.

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.
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.

Plants

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
I can explain what different parts of flowering plants do.

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.
I can explore the requirements of plants for life and growth and how they vary from plant to plant.

Investigate the way in which water is transported within plants.
I can investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Forces & Magnets

Compare how things move on different surfaces.
I can compare how things move on different surfaces.

Notice that some forces need contact between two objects but magnetic forces can act at a distance.
I can see that some forces need contact between two objects but magnetic forces can act at a distance.

Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.
I can compare and group some materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials.

Observe how magnets attract or repel each other and attract some materials and not others.
I can observe how magnets attract or repel each other and attract some materials and not others.

Describe magnets as having two poles.
I can describe magnets as having two poles.

Predict whether two magnets will attract or repel each other, depending on which poles are facing.
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

Notice that light is reflected from surfaces.
I can show that light is reflected from surfaces.

Recognise that he/she needs light in order to see things and that dark is the absence of light.
I can explain that I need light in order to see things and that dark is the absence of light.

Recognise that light from the sun can be dangerous and that there are ways to protect eyes.
I can explain that light from the sun can be dangerous and that there are ways to protect eyes.

Recognise that shadows are formed when the light from a light source is blocked by a solid object.
I can show how shadows are formed when the light from a light source is blocked by a solid object.

Find patterns in the way that the size of shadows change.
I can show that there are patterns in the way that the size of shadows change.

Rocks

Recognise that soils are made from rocks and organic matter.
I can explain that soils are made from rocks and organic matter.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
I can describe simply how fossils are formed when things that have lived are trapped within rock.

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.