**What I need to do in science in Year 3**

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| **Working scientifically, I need to be able to:** |  | **☺** | **😐** |
| ask relevant questions and use different types of scientific enquiries to answer them |  |  |  |
| use straightforward scientific evidence to answer questions or to support my findings. |  |  |  |
| identify differences, similarities or changes related to simple scientific ideas and processes |  |  |  |
| use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions |  |  |  |
| report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions |  |  |  |
| record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables |  |  |  |
| gather, record, classify and present data in a variety of ways to help in answering questions |  |  |  |
| make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers |  |  |  |
| set up simple practical enquiries, comparative and fair tests |  |  |  |

**What I need to do in Year 3: Plants**

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| **I need to be able to:** |  | **☺** | **😐** |
| identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. |  |  |  |
| 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. |  |  |  |
| 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. |  |  |  |

**What I need to do in Year 3: Animals, including humans**

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| **I need to be able to:** |  | **☺** | **😐** |
| identify that animals, including humans, need the right types and amount of nutrition |  |  |  |
| identify that animals, including humans, cannot make their own food; they get nutrition from what they eat. |  |  |  |
| identify that humans and **some** other animals have skeletons and muscles for support, protection and movement. |  |  |  |

**What I need to do in Year 3: Rocks**

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| **I need to be able to:** |  | **☺** | **😐** |
| compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. |  |  |  |
| describe in simple terms how fossils are formed when things that have lived are trapped within rock. |  |  |  |
| recognise that soils are made from rocks and organic matter. |  |  |  |

**What I need to do in Year 3:Light**

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| **I need to be able to:** |  | **☺** | **😐** |
| recognise that we all need light in order to see things and that dark is the absence of light. |  |  |  |
| understand that light is reflected from surfaces. |  |  |  |
| recognise that light from the sun can be dangerous and that there are ways to protect our eyes. |  |  |  |
| recognise that 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. |  |  |  |

**What I need to do in Year 3: Forces and magnets**

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| **I need to be able to:** |  | **☺** | **😐** |
| compare how things move on different surfaces. |  |  |  |
| Understands that some forces need contact between two objects, but magnetic forces can act at a distance. |  |  |  |
| observe how magnets attract or repel each other and attract some materials and not others. |  |  |  |
| 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. |  |  |  |
| describe magnets as having two poles. |  |  |  |
| predict whether two magnets will attract or repel each other, depending on which poles are facing. |  |  |  |