An Daras
Multi Academy Trust

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Assessing Pupil Progress – Science (Y3)

Integrated Curriculum Scheme of Learning - 2016	
Document:	**ADMAT Assessing Pupil Progress (APP)**
National Curriculum Subjects:	**Science**
Year Group:	**Year 3**
Agreed and Approved:	**January 2016**
Leader In Year Review Dates:	**January 2017**
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Science Scheme of Learning 15 ADMAT Non-Negotiable 14 Progression Frameworks for Science Science Policy 2015

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year 3 Science	Pupil Name: Class Teacher:	**Term 1**	**Term 2**	**Term 3**	Are Related Expectation Key:	**NE** = Not Enough Evidence **EM** = Emerging **TI** = Towards Independence **EXP** = Expected **EXP+** = Expected Plus **EXC** = Exceeding

A/Working scientifically				**B/Biology**				**C/Chemistry**				**D/Physics**			
A1. Ask relevant questions and use different types of scientific enquiries to answer them				**B1.** Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers				**C1.** Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties				**D1.** Recognise that they need light in order to see things and that dark is the absence of light			
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A2. Set up simple practical enquiries, comparative and fair tests				**B2.** 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				**C2.** Describe in simple terms how fossils are formed when things that have lived are trapped within rock				**D2.** Notice that light is reflected from surfaces			
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A3. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers				**B3.** Investigate the way in which water is transported within plants				**C3.** Recognise that soils are made from rocks and organic matter				**D3.** Recognise that light from the sun can be dangerous and that there are ways to protect their eyes			
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A4. Gather, record, classify and present data in a variety of ways to help in answering questions				**B4.** Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal								**D4.** Recognise that shadows are formed when the light from a light source is blocked by an opaque object			
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**					**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A5. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table				**B5.** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;								**D5.** Find patterns in the way that the size of shadows change			

				they get nutrition from what they eat											
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**					**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions				**B6.** Identify that humans and some other animals have skeletons and muscles for support, protection and movement								**D6.** Compare how things move on different surfaces			
EM 1	**TI 2**	**EXP 3**	**EXC 4**	**EM 1**	**TI 2**	**EXP 3**	**EXC 4**					**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A7. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions												**D7.** Notice that some forces need contact between two objects, but magnetic forces can act at a distance			
EM 1	**TI 2**	**EXP 3**	**EXC 4**									**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A8. Identify differences, similarities or changes related to simple scientific ideas and processes												**D8.** Observe how magnets attract or repel each other and attract some materials and not others			
EM 1	**TI 2**	**EXP 3**	**EXC 4**									**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
A9. Use straightforward scientific evidence to answer questions or to support their findings												**D9.** 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			
EM 1	**TI 2**	**EXP 3**	**EXC 4**									**EM 1**	**TI 2**	**EXP 3**	**EXC 4**
												D10. Describe magnets as having two poles			
												EM 1	**TI 2**	**EXP 3**	**EXC 4**
												D11. Predict whether two magnets will attract or repel each other, depending on which poles are facing			

												EM 1	TI 2	EXP 3	EXC 4