

Working Scientifically

Plants

Animals (including Humans)

Rocks

Light

Forces

I can make simple predictions based on my knowledge of Science

I can ask relevant questions

I can measure using a range of equipment

I can make systematic observations

I can group rocks by their appearance and physical properties with accurate reasoning relating to colour, hardness, grain or crystal

I can describe the structure of the Earth and where the different types of rocks may be found.

I can explain how igneous, metamorphic and sedimentary rocks are formed.

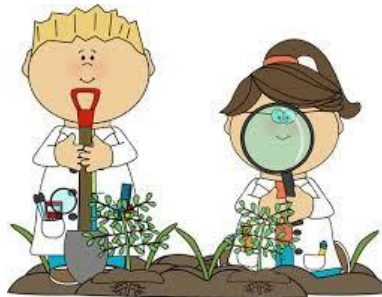
I can use my knowledge of rock formation to explain how fossils, from previously living animals/plants, are made.

I can describe how soils are formed and include organic matter and inorganic materials.

I can explain the rock cycle with simple scientific vocabulary.

I can make decisions about the type of enquiry

I can explain what I have found out using the correct scientific language



The Year 3 Scientist

'I can...'

I can explain that shadows are a similar shape to the object/material which formed the shadow.

I can describe the effect of changing the position of the light source and/or position of the object upon the shadow, recognising any emerging patterns.

I can identify and describe the function of each part of a flowering plant.

I can explain how water is transported around the planet.

I can name and describe the requirements of a plant for life and growth.

I can explain that some plants have different requirements for life and growth due to environmental adaptations.

I can explain the process of pollination, fertilisation and seed dispersal in the life cycle of a flowering plant.

I can explain the role that the wind and animals play in pollination and seed dispersal.

I can describe what happens when light is reflected off a mirror or other surfaces.

I can explain, based on my own investigation, that we need light to help us see things.

I can recognise that when light strikes an opaque object a shadow forms behind the material/object.

I can understand that looking at the sun can damage the eyes and that although we may wear protection to reduce the glare from sunlight we should still not look directly at the sun as damage will occur.

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I can group animals by comparing and contrasting the different diets of humans and some common animals e.g. pets; farm animals; common wild animals – they use technical language to describe the groups.

I can explain that animals get nutrition from the food they eat and different foods give different nutrients and amounts of energy.

I can recognise that vertebrate animals have skeletons and invertebrates do not, naming examples of each.

I can explain the functions of the skeleton in animals and describe the disadvantages that not having a skeleton would bring for the animal.

I can identify a force as a push or pull and show the effect of these on an object in a simple drawing with an explanation.

I can understand that magnets can make some objects move over surfaces without touching the object.

I can explain that a magnet has different poles which can repel or attract each other depending on which poles are facing.

I can describe the dangers of poor diets on the body, health and fitness of man and other animals, giving examples of diseases associated with inadequate and excessive nutrient intake.

I can explain what comprises a balanced diet identifying foods in the correct food groups e.g. protein, fat, carbohydrate, fibre.

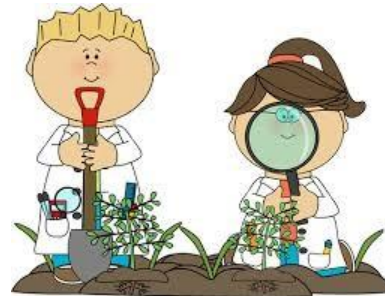
I can describe the 3 types of muscle and identify their different functions e.g. role in lifting, running, sitting.

I can recognise how bones are joined to and move in the skeleton of animals and humans, explaining the effect of and how muscles work.

I can understand that for an object to move a force is applied to overcome the stationary force holding it in place and the object moves in the direction of this larger force.

I can give reasons as to why objects may require more or less force to move over different surfaces.

I can explain some possible everyday uses for magnets.



The Year 3 Scientist

'I can...'

I can group materials as either magnetic or non-magnetic.