

... ask scientific questions and answer them by doing investigations and experiments.

... carry out different kinds of investigations to answer different questions.

... understand what a fair test is and why it's important to make sure experiments are fair tests.

... use different types of equipment, like thermometers and data loggers, in experiments.

... collect and record data and use it to answer questions.

... take accurate measurements.

... spot patterns in the results of an experiment.

... display data and other information in tables, bar charts, drawings and labelled diagrams.

... use the results of my experiments and other evidence to write conclusions.

... use evidence to answer questions.

... use the results of experiments to make predictions and ask more questions.

... write and talk about the things I've found out in my investigations, using simple scientific words.

... name the different parts of a flowering plant.

... explain that the stem (or trunk) supports a plant and that water travels through it.



The Year 3 Scientist
'I can...'

... explain that plant seeds can be dispersed (carried away) by wind, by animals and by explosion.

... explain that the fertilised eggs of plants turn into seeds.

... explain that fertilisation in plants happens when a pollen grain and egg join.

... explain that pollination is when pollen lands on the stigma of a flower.

... explain that plants use flowers to make new plants.

... explain that different plants need different amounts of air, light, water, nutrients and room to grow.

... think of ways to improve an experiment.

... explain that plants need air, light, water, nutrients and room to grow.

... investigate how water travels within a plant.

... understand that the different parts of a flowering plant have different jobs.

... explain that water travels in through the roots then up the stem or trunk to the flowers and leaves.

... explain that plants make food in their leaves using carbon dioxide (from the air), water and light.

... explain that roots hold plants in the ground and soak up the water and nutrients that plants need to stay healthy.

Animals (including humans)

Rocks

Light

Forces

... explain that humans and animals need to eat a balanced diet to stay healthy.

... explain that humans and animals can't make their own food, so they get all their nutrients from what they eat.

... understand that magnets have a North pole and a South pole.

... explain that opposite poles attract each other.

... explain that the skeleton supports and protects the body in humans and in some other animals.

... explain that the skeleton and muscles allow humans and some other animals to move.

... explain that only magnetic materials, like iron and steel, are attracted to magnets.

... explain that like poles repel each other.

... explain that some animals don't have skeletons.



... explain that most forces need contact between objects.

... explain that magnets don't need to touch other magnetic materials for a force to occur.

... understand that a force is a push or a pull.

... compare how objects move on different surfaces.

... put rocks into different groups depending on what they look like and what properties they have.

The Year 3 Scientist
'I can...!'

... explain that the more directly overhead a light source is, the shorter the shadow it will make.

... explain that the closer a light source is to an object, the larger the shadow it will make.

... explain that fossils are the remains of living things from millions of years ago that are found in rock.

... explain that we see things because light enters our eyes.

... explain that when there is no light it's dark and you can't see things.

... explain that it's dangerous to look at the Sun, even with dark glasses on.

... explain that soil is made from rock, organic matter, water and air.

... understand that some sources give out light.

... explain that light reflects (bounces) off surfaces.