EES *for schools*

Name _____   **Class** _____

Band 3 - Science
Animals Including Humans

b ⟩ b+ ⟩ w ⟩ w+ ⟩ s ⟩ s+

☐ 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.

Band 3 - Science
Plants

b ⟩ b+ ⟩ w ⟩ w+ ⟩ s ⟩ s+

☐ 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.

Band 3 - Science
Forces & Magnets

b ⟩ b+ ⟩ w ⟩ w+ ⟩ s ⟩ s+

☐ 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.

Target Tracker