Year 3
Science Curriculum Objectives

Assessment 'V'
\ = working towards expected standard
/ = working at expected standard

Name of Child	WS i) asking relevant questions & using different types of scientific enquiries to answer them	WS ii) set up practical enquiries, comparative & fair tests	WS iii) systematic observation & accurate measurement using standard units, using a range of equipment	WS iv) gathering, recording, classifying & presenting data in a variety of ways to help in answering questions	WS v) record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts & tables	WS vi) reporting on findings from enquiries	WS vii) using results to draw conclusions, make predictions new values, suggest improvements & raise further ?s	iii) identifying differences, similarities or changes related to simple scientific ideas & processes	WS ix) use evidence to answer ?s or support findings	tify & describe functions of different parts of g plants: roots, stem/trunk, leaves, & flowers	ure the requirements of plants for life & growth & how they vary from plant to plant	ate way water is transported within plants	the part flowers play in the life cycle of plants	AH i) identify that animals need right types & amount of t they get nutrition from what they eat	at humans & some other animals have les for support, protection & movement	oup together diff kinds of rocks on the basis	earance & simple physical properties	R ii) describe simply how fossils are formed when things apped within rock	iii) recognise soils are rocks & organic matter	recognise that they need light in order to see things that dark is the absence of light	ii) notice light is reflected from surfaces	m the sun can be dangerous & ct their eyes	ere a ys to	L ognis lows rce is ed b lig	L v) find patterns in way that the size of shadows change	FM i) compare how things move on different surfaces	FM ii) notice some forces need contact between two objects, but magnetic forces can act at a distance	FM iii) observe how magnets attract or repel each other & attract some materials & not others	FM iv) compare & group variety of materials on basis of attraction to a magnet & identify magnetic materials	FM v) describe magnets as having two poles	FM vi) predict if two magnets will attract or repel each other, depending on which poles are facing

SAMPLE

WS = Working scientifically; P = Plants; AH = Animals including humans; R = Rocks; L = Light; FM = Forces and magnets

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