



Name		Class of	
Science: Y3			
Statements	19	29	46 including 5 KPIs
Attainment	Year 3 Emerging	Year 3 Developing	Year 3 Secure

Working Scientifically- LKS2

Incert Assessment AT1

To ask relevant questions and use different types of scientific enquiries to answer them.	To set up simple practical enquiries, comparative and fair tests.	To make systematic and careful observations and where appropriate take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers	To report findings from scientific enquiries including oral and written explanations, displays or presentations of results and conclusions	To use straight forward scientific evidence to answer questions or support their findings
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Y3 science- 53 statements	
Biology	
Plants	I can identify the different parts of a flowering plant (sepal, petal, stamen, filament, anther, pistil, stigma, and carpel).
	I can identify the function of each part of a flowering plant (sepal, petal, stamen, filament, anther, pistil, stigma, and carpel).
	I can investigate what plants require for growth and life (food, water, air, warmth and light).
	I can explain how water and light affect a plants growth.
	I can identify how different plants requirements may vary depending on their environment (cactus requires less water, seaweed has less direct sunlight & lives in salt water, carnivorous plants: Venus flytraps).
	I can investigate how water is transported within a plants circulatory system.
	I can identify the life cycle of a flowering plant (Seed, germination, sprout, seedling, plant, flowers, fruit)
	I can describe the different stages of the life cycle of a flowering plant.
	I can explain what pollination is.
	I can explain what seed formation is.
	I can explain how seeds are dispersed in a variety of ways.
Animals including humans	I can identify that some animals have skeletons and muscles.
	I can explain how skeletons and muscles support, protect and allow the body to move
	I can name and label main bones based upon their functions (protective: spine, skull, ribs, pelvis. Other for support: femur, tarsals, etc.)
	I can identify the similarities and differences between the diets of different organisms.
	I can explain how diet can affect the health of animals.
	I can explain what nutrition is and where it comes from: different types of foods.
	I can name sources of nutrition: carbohydrates, protein, fats, dairy, fruit & veg, oils and spreads, sugar.
	I can describe the different ways that animals obtain their food.
volution and Inheritance	I understand that a fossil was once a living thing.

Chemistry	
Rocks	I can identify and name a range of rock types: granite, marble, chalk, limestone, slate, sandstone, pumice, basalt, shale.
	I can explain the difference between igneous, metamorphic and sedimentary rocks.
	I can describe the process of how fossils are formed.
	I can identify the physical properties of rocks: permeable, durable, density (sinks or floats), hardness.
	I can identify if a rock has grains or crystals.
	I can suggest uses for types of rocks based on their physical properties.
	I can compare different kinds of rocks based on their appearance and simple physical properties.
	I can group together different kinds of rocks based on their appearance and simple physical properties.
	I can investigate what changes occur to rocks: rubbing them together and submerging in water
	I can describe the main components of soil: rock, humus (dead plants and animals), microorganisms, air and water
	I can understand different types of soils and their properties: sandy soil, clay soil, chalky soil and peat.
Physics	
Forced and magnets	I can explain what a force is (pushes and pulls in a particular direction).
	I can identify how forces make objects move (push & pull).
	I can identify forces that require direct contact between two objects (push & pull).
	I can identify forces that do not require direct contact between two objects (magnetism).
	I can compare how different objects move on the same surface.
	I can compare how the same objects move on different surfaces.
	I know that magnets have two poles.
	I understand through investigation that two magnets can attract or repel each other.
	I can explore the behaviour of different strengths and types of magnets such as bar, ring, button & horseshoe.
	I can investigate and find out which materials are magnetic (metallic and none metallic).
	I can investigate whether all metals are magnetic (different metals, which are/aren't magnetic).
	I can identify how the properties of magnets make them useful in everyday items (strengths/types of magnets – magnets in a fridge door).
Light	I can explain that light is need to be able to see.
	I can explain that darkness is the total absence of light.
	I can identify different light sources: fire, bulb, sun.
	I understand that light from the sun can be dangerous.
	I can identify ways to protect eyes from the sun.
	I understand that reflection is a process where light hits a surface and bounces back into our eyes (all objects reflect light In order for us to see them, but reflective objects reflect light well, i.e. a mirror).
	I understand that light travels in rays.
	I can investigate how light behaves (using a mirror to show light reflecting).
	I can recognise that shadows are formed when light is blocked from an opaque object.
	I can explore patterns in the way that shadows change (i.e. distance of light source, type of material: opaque, translucent, and transparent).