

## Science Progression of Skills Year 3

### YEAR 3

#### National Curriculum objectives:

##### Working Scientifically

I can **ask** questions and **use** different types of scientific enquires to answer them.

I can set up **simple practical enquires**, comparative and fair tests.

I can make **observations** and take **measurements** using standard units, using a range of equipment, including thermometers and data loggers.

I can **gather, record, classify** and **present data** in a variety of ways to help with answering questions,

I can **record** findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

I can report findings from enquires, including oral and written explanations, displays or presentations of results and conclusions.

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can explain differences, similarities or changes related to simple scientific ideas and processes.

I can use straightforward scientific evidence to answer questions or to support my findings.

##### Plants

I can **explain** what different parts of flowering plants do.

I can **explore** the requirements of plants for life and growth and how they vary from plant to plant.

I can **investigate** the way in which water is transported within plants.

I can **explore** the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

##### Animals, including humans

I can **explain** why humans and some other animals have skeletons and muscles.

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.

##### Every day Materials/ Forces and Magnets

I can **compare** how things move on different surfaces.

I can **see** that some forces need contact between two objects, but magnetic forces can act at a distance.

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.

I can **observe** how magnets attract or repel each other and attract some materials and not others.

I can **predict** whether two magnets will attract or repel each other, depending on which poles are facing.

##### Light

I can show that light is reflected from surfaces.

I can **explain** that I need light in order to see things and that dark is the absence of light.

I can **explain** that light from the sun can be dangerous and that there are ways to protect eyes.

I can show how shadows are formed when the light from light source is blocked by a solid object.

I can show that there are patterns in the way that the size of shadows change.

##### Rocks

I can **explain** that soils are made from rocks and organic matter.

I can **describe** simply how fossils are formed when things that have lived are trapped within a rock.

I can **examine** and do **practical experiments** on various types of rocks in order to group them on the basis of their appearance and simple physical properties.