



Year 3 End of Year Science Expectations

Working at the Expected Standard (EXP):

Pupil(s) can confidently and independently:

Working Scientifically


- Ask relevant questions using different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gather, record, classify and present data in a variety of ways to help in answering questions.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Report on findings from enquiries, including oral and written explanation, displays or presentations of results and conclusions.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Use straightforward scientific evidence to answer questions to support their findings.

Animals, including humans

- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Forces and Magnets

- Compare how things move on different surfaces.

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- Notice that some forces need contact between two objects, but magnetic forces can act at a distance.
 - Observe how magnets attract and repel each other and attract some materials and not others.
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 - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.
 - Describe magnets as having two poles.
 - Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Light

- Recognise that they need light in order to see things and that darkness is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by a solid object.
- Find patterns in the way that the size of shadows change.

Plants

- Identify and describe the functions of different parts of flowering plants; roots, stem/trunk, leaves and flowers.
- 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.
- 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.

Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
 - Describe in simple terms how fossils are formed when things that have lived are trapped within rock.
 - Recognise that soils are made from rocks and organic matter.
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