| I can | Science – Year 3 | Start | End |
| --- | --- | --- | --- |
| Working scientifically | Ask questions and conduct experiments to answer them. |  |  |
| Set up a fair practical experiment. |  |  |
| Take accurate measurements using: | | |
| Thermometers. |  |  |
| Data loggers. |  |  |
| Rulers. |  |  |
| Record what I have found out using scientific vocabulary. |  |  |
| Write what I have found out in a report. |  |  |
| Present what I have found to the class. |  |  |
| Use the results I have found to draw conclusions. |  |  |
| Tell you what is different, what has stayed the same and what has changed in an experiment. |  |  |
| Use the evidence from my own and other people’s experiments to support what I have found. |  |  |
| Plants | Tell you what the roots of a plant do. |  |  |
| Tell you what the stem or trunk of a plant does. |  |  |
| Tell you what the leaves of a plant do. |  |  |
| Tell you what the flowers of a plant do. |  |  |
| Tell you why different plants need different amounts of water, light and heat to grow and stay healthy. |  |  |
| Tell you how water is transported inside plants. |  |  |
| Tell you about the lifecycle of a flowering plant. |  |  |

| I can | Science – Year 3 | Start | End |
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| Rocks | Compare and group different kinds of rocks based on their: | | |
| Appearance. |  |  |
| Physical properties. |  |  |
| Describe how fossils are formed. |  |  |
| Explain what soil is made from. |  |  |
| Light | Explain why we need light to see things. |  |  |
| Explain that dark is the absence of light. |  |  |
| Tell you why the sun is dangerous to the eyes. |  |  |
| Tell you how shadows are formed. |  |  |
| Tell you about reflected light. |  |  |
| Tell you why shadows are sometimes long and sometimes short. |  |  |
| Forces and magnets | Tell you how things move on different surfaces. |  |  |
| Describe magnetic force. |  |  |
| Describe how magnets attract and repel each other. |  |  |
| Tell you some materials that are magnetic. |  |  |
| Tell you some materials that are not magnetic. |  |  |
| Group together materials based on if they are magnetic or not. |  |  |
| Tell you about the poles of a magnet. |  |  |
| Predict whether two magnets will attract or repel each other just by looking at which way the poles are facing. |  |  |