




Year 3 Science Assessment

Pupil 	Working Scientifically	Teacher		
		Working towards	Achieved	Exceeded
	Predicting: Ask relevant questions and use different types of scientific enquiries to answer them.			
	Planning/Experimenting: Set up simple practical enquiries, comparative and fair tests.			
	Observing/Measuring: Make organised and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.			
	Data Handling/Recording: 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.			
	Concluding: Report on findings from enquiries, use results to draw simple conclusions, and ask further questions.			
	Evaluation: Reflect on the investigation, make predictions for new values, and suggest improvements			
	Plants			
	I can describe why flowering plants have roots, stems/trunks, leaves and flowers.			
	I can 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.			
	I can investigate the way in which water is transported within plants.			
	I understand the importance of pollination, seed formation and seed dispersal in the life cycle of a plant.			
	Animals including humans			
	I can identify that animals, including humans, need the right types and amount of nutrition from what they eat.			
	I know that humans and some other animals have skeletons and muscles for support, protection and movement.			
	Rocks			
	I can compare and group together different kinds of rocks based on their appearance and simple physical properties.			
	I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.			
	I can recognise that soils are made from rocks and organic matter.			
	Light			
	I can recognise that I need light in order to see things.			
	I know that dark is the absence of light.			
	I can understand that light is reflected from surfaces.			
	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes.			
	I can recognise that shadows are formed when the light from a light source is blocked by a solid object.			
	I can find patterns in the way that the size of shadows change.			
	Forces and Magnets			
	I can compare how things move on different surfaces.			
	I can understand that some forces need contact between two objects, but magnetic forces can act at a distance.			
	I can observe how magnets attract or repel each other and attract some materials and not others.			
	I can identify some magnetic materials.			
	I can compare and group together a variety of everyday materials based on whether they are attracted to a magnet.			
	I know that magnets have two poles.			
	I can predict whether two magnets will attract or repel each other, depending on which poles are facing.			