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| **Garden Suburb Junior School****Science** **Year 3 National Curriculum Programme of Study Statements** |
|
| **Working scientifically-** |
| I can ask relevant questions and use different types of scientific enquiries to answer them  |
| I can set up simple practical enquiries, comparative and fair tests |
| I can make systematic and careful observations and, where appropriate, take accurate 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 in answering questions |
| I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  |
| I can report on findings from enquiries, 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 identify differences, similarities or changes related to simple scientific ideas and processes  |
| I can use straightforward scientific evidence to answer questions or to support findings  |
| **Plants**  |
| I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, 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 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 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 |
| I can identify 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 on the basis of 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 they need light in order to see things and that dark is the absence of light |
| I can notice that light is reflected from surfaces |
| I can recognise that light from the sun can be dangerous and that there are ways to protect their eyes |
| I can recognise that shadows are formed when the light from a light source is blocked by an opaque 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 notice that some forces need contact between 2 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 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 |
| I can describe magnets as having 2 poles |
| I can predict whether 2 magnets will attract or repel each other, depending on which poles are facing |