

Year 3 Science Assessment: New Curriculum

Date:	Date:	Date:	Date:	Date:
Plants	Animals, including humans	Rocks	Forces and magnets	Light
<p>1.identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>2.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</p> <p>3.investigate the way in which water is transported within plants</p> <p>4.explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>	<p>1.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</p> <p>2. identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>1.compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>2.describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>3.recognise that soils are made from rocks and organic matter.</p>	<p>1.compare how things move on different surfaces</p> <p>2.notice that some forces need contact between two objects, but magnetic forces can act at a distance</p> <p>3.observe how magnets attract or repel each other and attract some materials and not others</p> <p>4.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</p> <p>5.describe magnets as having two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>1.recognise that they need light in order to see things and that dark is the absence of light</p> <p>2.notice that light is reflected from surfaces</p> <p>3.recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>4.recognise that shadows are formed when the light from a light source is blocked by a solid object</p> <p>5.find patterns in the way that the size of shadows change</p>
<p style="text-align: center;">Working scientifically (Year 3/4)</p> <p>1.asking relevant questions and using different types of scientific enquiries to answer them</p> <p>2.setting up simple practical enquiries, comparative and fair tests</p> <p>3.making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>4.gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>5.recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>6.reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>7.using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>8.identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>9 using straightforward scientific evidence to answer questions or to support their findings.</p>				

