Pilgrim Progress - Science

Year 3

Working Scientifically With Support

	Review	Teach	Practise	Apply	AFL
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 and record a prediction before testing.					
I can make systematic and careful observations and, where appropriate, taking 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 and explain differences, similarities or changes related to simple scientific ideas and processes.					
I can explain why I need to collect information and use straightforward scientific evidence to answer questions or to support findings.					
I can explain what I have found out by using my measurements to say whether it helps to answer my question.					

Pilgrim Progress - Science

Year 3

Plants

	Review	Teach	Practise	Apply	AFL
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 they 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 explain how nutrients, water and oxygen are transported within animals and humans.					
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 and explain how different rocks can be useful to us.					
I can describe and explain the differences between sedimentary and igneous rocks considering the way they are formed.					

Pilgrim Progress - Science

Year 3

	Review	Teach	Practise	Apply	AFL
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 light is needed in order to see things and I can use words like shadow to explain that dark is the absence of light					
I can notice that light is reflected from surfaces.					
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 sizes of shadows change.					
I can explain the difference between transparent, translucent and opaque.					
I can compare the brightness and colour of lights.					

Forces and magnets

I can describe the speed and direction of moving objects and compare how things move on different surfaces.					
I can notice 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.					

Pilgrim Progress - Science

Year 3

	Review	Teach	Practise	Apply	AFL
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 two poles.					
I can predict whether two magnets will attract or repel each other, depending in which poles are facing.					