

# Year 3 Science Assessment Checklist

## Working Scientifically

- ☐ I can ask relevant questions and using 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, 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 differences, similarities or changes related to simple scientific ideas and processes.
- ☐ I can use straightforward scientific evidence to answer questions or to support their 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.

## Light

- ☐ I notice that light is reflected from surfaces.
- ☐ I recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- ☐ I 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 notice that some forces need contact between two objects, but magnetic forces can act at a distance.
- ☐ I 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 two poles.
- ☐ I can predict whether two magnets will attract or repel each other, depending on which poles are facing.