



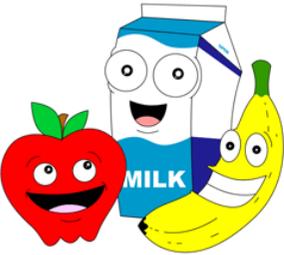
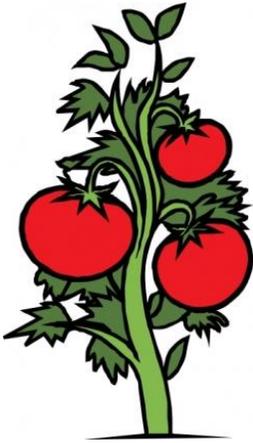
St Mary's Church of England Primary School

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*'Believe and Achieve'*

## End of Year Science Expectations: Year 3

Working Scientifically	Plants	Animals, inc Humans	Rocks	Light	Forces & Magnets
<p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>asking relevant questions and using different types of scientific</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>explore the requirements of</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>describe in simple terms how fossils are</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light</li> <li>notice that light is reflected from surfaces</li> <li>recognise that light from the</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces</li> <li>notice that some forces need contact between two objects, but magnetic forces can</li> </ul>

<p>enquiries to answer them</p> <ul style="list-style-type: none"> <li>▪ setting up simple practical enquiries, comparative and fair tests</li> <li>▪ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>▪ gathering, recording,</li> </ul>	<p>plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <ul style="list-style-type: none"> <li>▪ investigate the way in which water is transported within plants</li> <li>▪ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p>nutrition from what they eat</p> <ul style="list-style-type: none"> <li>▪ identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul> 	<p>formed when things that have lived are trapped within rock</p> <ul style="list-style-type: none"> <li>▪ recognise that soils are made from rocks and organic matter.</li> </ul> 	<p>sun can be dangerous and that there are ways to protect their eyes</p> <ul style="list-style-type: none"> <li>▪ recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>▪ find patterns in the way that the size of shadows change.</li> </ul>	<p>act at a distance</p> <ul style="list-style-type: none"> <li>▪ observe how magnets attract or repel each other and attract some materials and not others</li> <li>▪ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some</li> </ul>
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<p>classifying and presenting data in a variety of ways to help in answering questions</p> <ul style="list-style-type: none"><li>▪ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li><li>▪ reporting on findings from enquiries, including oral and written explanations, displays or presentations of</li></ul>	 A cartoon illustration of a young boy with spiky blonde hair, wearing a white lab coat over a blue shirt and dark pants. He is wearing blue gloves and holding a small green and yellow object in his left hand. He has a friendly expression and is looking towards the viewer.				<p>magnetic materials</p> <ul style="list-style-type: none"><li>▪ describe magnets as having two poles</li><li>▪ predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>
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<p>results and conclusions</p> <ul style="list-style-type: none"><li>▪ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li><li>▪ identifying differences, similarities or changes related to simple scientific ideas and processes</li><li>▪ using straightforward scientific evidence to answer questions</li></ul>					
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or to support their findings.					
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