# Year 3 National Expectation

## Working Scientifically Planning

- I can set up a comparative test, e.g. how far things move on different surfaces.
- I can plan enquiry, such as comparative or fair test, e.g. comparing the effect of different factors on plant growth.
- I can, with support, develop relevant, testable questions, e.g. what happens to shadows when the light source moves.

## Working Scientifically Recording evidence

- I can, with prompting, gather and display evidence in various ways, e.g. about the ways that magnets behave in relation to each other.
- I can, with prompting, use tables to record evidence, e.g. recording what happens when various rocks are rubbed together.
- I can, with prompting, draw and label diagrams, e.g. to show how water travels in a plant.
- I can use standard measurements when taking measurements, e.g. measuring distances between a light source and an object.
- I can use various equipment, as instructed, e.g. using a hand lens to examine rocks.

## Working Scientifically Findings and Conclusions

- I can suggest how an investigation could be extended, e.g. suggesting creative uses for different magnets.
- I can, with support, use evidence to produce a simple conclusion, e.g. the changes that occur when rocks are in water.
- I can, with prompting, recognise patterns that relate to scientific ideas, e.g. investigating the behaviour of magnets.
- I can indicate findings from an enquiry that could be reported, e.g. answering questions about how rocks are formed.
- I can, with prompting, write a conclusion based on evidence, e.g. exploring the strengths of different magnets.

## Biology

- I can explain which parts of the skeleton provide support and protection, and how they allow for movement.
- I can describe why animals depend on the correct nutrition.
- I can explain how pollination, seed formation and seed dispersal play a role in the reproduction of flowering plants.
- I can explain, with the aid of a diagram or plant, how water is carried up from the soil.
- I can describe what each part of a flowering plant does.
- I can explain what all plants need to flourish and recognise how these requirements vary in amount.

## Chemistry

- I can examine and test rocks, grouping them according to the results.
- I can describe how soil is made.
- I can explain how fossils are formed.

## Physics

- I can describe how to change the size of a shadow.
- I can explain how shadows are made.
- I can describe how and why our eyes should be protected from sunlight.
- I can describe how some objects reflect light.
- I can relate being able to see to the presence of light.
- I can predict outcomes of a particular arrangement of magnets.
- I can describe and identify the poles of a magnet.
- I can group materials on the basis of testing for being magnetic.
- I can describe how magnets attract or repel each other, and attract magnetic materials.
- I can recognise the difference between contact and contact forces.
- I can compare how an object, such as a toy car, will move on different surfaces.