THE ARCHES
COMMUNITY PRIMARY SCHOOL

Y3 – Plant Life

Objective	Working towards expectation	Working at expectation	Working above expectation
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers	Identify different parts of a flowering plant: roots, stem/trunk, leaves and flowers.	Describe what each part of a flowering plant does.	Suggest why parts may vary in size and shape from one species of flowering plant to another.
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	Suggest how one of the requirements for plants to stay healthy could be explored.	Explain what all plants need to flourish and recognise how these requirements vary in amount.	Compare the requirements of different plants and link these to particular habitats.
Investigate the way in which water is transported within plants	Identify that water is transported within plants.	Explain, with the aid of a diagram or plant, how water is carried up from the soil.	Suggest how this process might vary from one type of plant to another.
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Describe the processes of pollination, seed formation and seed dispersal.	Explain how pollination, seed formation and seed dispersal play a role in the reproduction of flowering plants.	Suggest why pollination, seed formation and seed dispersal may vary from one type of plant to another.

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Y3 – Light and Shadows

Objective	Working towards expectation	Working at expectation	Working above expectation
Recognise that they need light in order to see things and that dark is the absence of light	Identify that light is necessary for vision.	Relate being able to see to the presence of light.	Recognise that vision involves light travelling to the eyes.
Notice that light is reflected from surfaces	Identify that mirrors reflect light.	Describe how some objects reflect light.	Recognise that some surfaces are better at reflecting light than others.
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes	Recognise that light from the sun can be dangerous.	Describe how and why our eyes should be protected from sunlight.	Explain why sunlight can be dangerous and how types of protection works.
Recognise that shadows are formed when the light from a light source is blocked by a solid object	Recognise that light cannot pass through some objects.	Explain how shadows are made.	Suggest how light is travelling to form a shadow.
Find patterns in the way that the size of shadows change	Identify that the size of shadows can be changed.	Describe how to change the size of a shadow.	Relate position of an object and position of a screen to the size of the shadow.

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Y3 – Nutrition and the Body

Objective	Working towards expectation	Working at expectation	Working above expectation
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	Identify that animals, including humans, need the correct nutrition.	Describe why animals depend on the correct nutrition.	Explain why a varied diet is important.
Identify that humans and some other animals have skeletons and muscles for support, protection and movement	Recognise that humans and some other animals have skeletons and muscles.	Explain which parts of the skeleton provide support and protection, and how they allow for movement.	Compare the ways that the skeletons of different animals provide support, protection and movement.

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Y3 – Rocks and Fossils

Objective	Working towards expectation	Working at expectation	Working above expectation
Describe in simple terms how fossils are formed when things that have lived are trapped within rock	Understand that fossils indicate the shape of previous life forms.	Explain how fossils are formed.	Explain the importance of studying fossils.
Recognise that soils are made from rocks and organic matter	Describe the appearance of soil, recognising that it is a mixture of materials.	Describe how soil is made.	Compare different soils in terms of composition.
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties	Identify that rocks vary in terms of appearance and physical properties.	Examine and test rocks, grouping them according to the results.	Suggest uses for different kinds of rocks based on their properties.

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Y3 – Forces and Magnets

Objective	Working towards expectation	Working at expectation	Working above expectation
Compare how things move on different surfaces	Recognise that things may move differently on different surfaces.	Compare how an object, such as a toy car, will move on different surfaces.	Predict how an object will move on other surfaces and suggest why.
Notice that some forces need contact between two objects, but magnetic forces can act at a distance	Recognise that magnetic forces don't require physical contact.	Recognise the difference between contact and contact forces.	Explore how magnetic attraction and repulsion are affected by distance.
Observe how magnets attract or repel each other and attract some materials and not others	Identify that magnets affect each other.	Describe how magnets attract or repel each other, and attract magnetic materials.	Explore whether some magnets are stronger than others.
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	Recognise that some materials are magnetic and that others are not.	Group materials on the basis of testing for being magnetic.	Identify some applications of magnets and magnetic materials.
Describe magnets as having two poles	Recognise the term 'magnetic pole'.	Describe and identify the poles of a magnet.	Explore the similarities and differences between the two poles.
Predict whether two magnets will attract or repel each other, depending on which poles are facing	Recognise that magnets affect each other differently, depending on which poles are facing.	Predict outcomes of a particular arrangement of magnets.	Apply ideas about the interaction of magnets to contexts such as toys.