

Y3 – Plant Life

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| **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. |



Y3 – Light and Shadows

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| **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. |



Y3 – Nutrition and the Body

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| **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. |

Y3 – Rocks and Fossils

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| **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. |



Y3 – Forces and Magnets

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| **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. |