Henleaze Junior School

Assessment Framework

Non-negotiable expectations

Science

By the end of Year 3 children should be able to

Plants
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
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
Investigate the way in which water is transported within plants
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
Animals
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 humans and some other animals have skeletons and muscles for support, protection and movement
Rocks
Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
Describe in simple terms how fossils are formed when things that have lived are trapped within rock
Recognise that soils are made from rocks and organic matter
Light
Recognise that they need light in order to see things and that dark is the absence of light
Notice that light is reflected from surfaces
Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
Recognise that shadows are formed when the light from a light source is blocked by an opaque object
Find patterns in the way that the size of shadows change
Forces
Compare how things move on different surfaces
Notice that some forces need contact between two objects, but magnetic forces can act at a distance
Observe how magnets attract or repel each other and attract some materials and not 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
Describe magnets as having two poles
Predict whether two magnets will attract or repel each other, depending on which poles are facing
Working Scientifically
Sometimes ask relevant questions and use different types of scientific enquiries to answer them
Set up simple practical enquiries and beginn to use fair tests
Begin to make systematic and careful observations and, where appropriate, take accurate measurements using mm, cm and m
Begin to gather, record, classify and present data in a variety of ways to help in answering questions
Record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables
Begin to report on findings from enquiries, including oral and written explanations, presentations of results and conclusions
Make predictions and draw simple conclusions
Begin to identify differences and similarities
Begin to use straightforward scientific evidence to support their findings