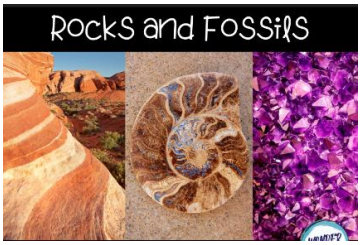

Rocks and Fossils

Year 3

	Success Criteria	Start of unit	End of unit
	Can I compare and group together different kinds of rocks on the basis of their appearance and simple physical properties?		
	Can I describe in simple terms how fossils are formed when things that have lived are trapped within rock?		
	Do I recognise that soils are made from rocks and organic matter?		
	Can I set up my own comparative and fair tests?		
	Can I make careful observations and take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers?		
	Can I record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables?		
	Can I report my findings from enquiries using oral and written explanations, displays or presentations of results and conclusions?		
	Can I identify differences, similarities or changes related to simple scientific ideas and processes?		
	Can I use straightforward scientific evidence to answer questions or to support my findings?		

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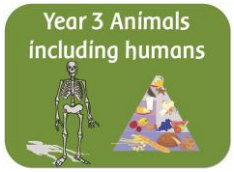
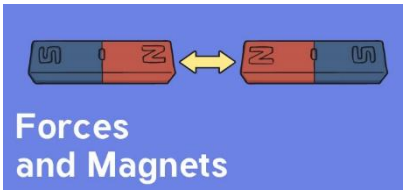


Animals Inc Humans

Year 3

	Success Criteria	Start of unit	End of unit
	Can I 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?		
	Can I Identify that humans and some other animals have skeletons and muscles for support, protection and movement?		
	Can I gather, record, classify and present data in a variety of ways to help in answering questions?		
	Can I record findings using simple scientific language, drawings, labelled diagrams, [keys, bar charts, and tables]?		
	Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?		
	Can I identify differences, similarities [or changes] related to simple scientific ideas and processes?		
	Can I use straightforward scientific evidence to answer questions [or to support my findings]?		



Forces & Magnets

Year 3

	Success Criteria	Start of unit	End of unit
	Can I compare how things move on different surfaces?		
	Can I explain that some forces need contact between two objects, but magnetic forces can act at a distance?		
	Can I observe how magnets attract or repel each other and attract some materials and not others?		
	Can I 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?		
	Can I describe magnets as having two poles?		
	Can I predict whether two magnets will attract or repel each other, depending on which poles are facing?		
	Can I Set up simple practical enquiries, comparative [and fair] tests?		
	Can I make systematic and careful observations and, where appropriate, take accurate measurements using standard units, [using a range of equipment, including thermometers and data loggers]?		
	Can I findings using [simple scientific language,] drawings, labelled diagrams, [keys, bar charts, and tables]?		
	Can I record results to draw simple conclusions, make predictions for new values, suggest improvements [and raise further questions]?		
	Can I identify differences, similarities [or changes] related to simple scientific ideas and processes?		
	Can I use scientific evidence to answer questions or to support my findings?		

Plants Year 3

	Success Criteria	**Start of unit**	**End of unit**
	Can I Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers?		
	Can I 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?		
	Can I investigate the way in which water is transported within plants?		
	Can I explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal?		
	Can I Set up simple practical enquiries, comparative and fair tests?		
	Can I gather, record, classify and present data in a variety of ways to help in answering questions?		
	Can I record findings using simple scientific language, drawings, labelled diagrams, [keys, bar charts, and tables]?		
	Can I report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?		
	Can I make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers?		
	Can I use results to [draw simple conclusions,] make predictions for new values, [suggest improvements and raise further questions]?		
	Can I identify differences, similarities or changes related to simple scientific ideas and processes?		

Light

Year 3

	Success Criteria	Start of unit	End of unit
	Can I explain that we need light in order to see things, and that dark is the absence of light?		
	Can I explain that light is reflected from surfaces?		
	Do I know that light from the sun can be dangerous and that there are ways to protect our eyes?		
	Do I know how shadows are formed when the light from a light source is blocked by an opaque object?		
	Can I find patterns in the way that the size of shadows change?		
	Can I use straightforward scientific evidence to answer questions [or to support their findings]?		
	Can I make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers?		
	Can I report on findings from enquiries, including oral and written explanations?		
	Can I Identify differences, similarities or changes related to simple scientific ideas?		
	Can I use results to draw simple conclusions, [make predictions for new values, suggest improvements and raise further questions]?		