Year 3 Tracking and monitoring sheet for Science knowledge and working scientifically.

	I can statements in topic areas
	How plants grow well
	I can identify and describe the functions of different parts of a flowering plant.
	Explore the requirements of plants for life and growth (water, light, air, nutrients from soil, room to grow)and how they vary from plant to plant.
	I can investigate the way in which water is transported within plants.
	I can explore the part that flowers play in the life cycle of flowering plants (pollination, seed formation and seed dispersal)
	Animals including humans- Health and Movement
	I can identify differences, similarities or changes related to simple scientific ideas and processes.
	I can identify that animals, including humans, need right types and amount of nutrition – Balanced diet.
	I can identify that humans and some other animals have skeletons and muscles for support, protection and movement.
	Light and shadow
	I can recognise that light is needed to see things and that dark is the absence of light.
	I can notice that light is reflected from surfaces.
	I can recognise that light from the sun can be dangerous and how to protect my eyes.
	I can recognise that shadows are formed when the light from a light sources is blocked by a solid object.
	I can find patterns in the way that the size of shadows change.
	Forces and magnets
	I can compare how things move on different surfaces.
	I can notice that some forces need contact between two objects, but that magnetic forces act at a distance.
	I can observe how magnets attract or repel each other and attract some materials but not others.
	I can describe magnets as having two poles and that like poles repel and different poles attract.
	States of matter
	I can compare and group materials based on solids, liquids and gases
	I can observe that some materials change state when they are heated or cooled and measure or research the temperature that this happens.
	I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working scientifically objectives

	I can ask some relevant questions about the world around us.
	I can use some different types of scientific enquiry to answer questions.
	I can predict what I think might happen using my past experience.
	I can set up some practical enquiries.
	I am beginning to help decide which variables to keep the same and which to change.
	I can make systematic and careful observations.
	I can look for patterns and relationships.
	I can decide what to observe and how long to collect observations.
	I can take accurate measurements using standard units.
	I can decide which equipment to use and can use new equipment (eg Data loggers)
	I am beginning to talk about and identify similarities and differences in the properties or behaviour of living things, materials and other scientific phenomena.
	I am beginning to identify simple changes.
	I can I am beginning to discuss criteria for grouping and sorting and can classify using simple keys.
	I am beginning to collect data in a variety of ways. Including labelled diagrams, bar charts and tables.
	I am beginning to help decide how to record data.
	I am beginning to communicate findings using simple scientific language.

Working towards	Working at Expected	Working at GD
Recommendations of how to support or develop these children	Recommendations of how to support or develop these children	Recommendations of how to support or develop these children