

Year 3 Science Steps – Tracking ladder

Working Scientifically	
I can ask questions and use different types of scientific enquiries to answer them.	
I can set up simple practical enquiries, comparative and fair tests.	
I can make observations and take measurements using standard units using a range of equipment, including thermometers and data loggers.	
I can gather, record, classify and present data in a variety of ways to help in answering questions.	
I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.	
I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.	
I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	
I can explain differences, similarities or changes related to simple scientific ideas and processes.	
I can use straightforward scientific evidence to answer questions or to support my findings.	
Animals, including humans	
I can 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.	
I can explain some parts of the digestive system in humans	
I can explain the different types of teeth in humans and what they do.	
Forces and magnets	
I can compare how things move on different surfaces.	
I can see that some forces need contact between two objects, but magnetic forces can act at a distance.	
I can observe how magnets attract or repel each other and attract some materials and not others.	
I can compare and group some materials on the basis of whether they are attracted to a magnet and identify some magnetic materials.	
I can describe magnets as having two poles.	
I can predict whether two magnets will attract or repel each other, depending on which poles are facing.	

Light	
I can explain that I need light in order to see things and that dark is the absence of light.	
I can show that light is reflected from surfaces.	
I can explain that light from the sun can be dangerous and that there are ways to protect eyes.	
I can show how shadows are formed when the light from a light source is blocked by a solid object.	
I can show that there are patterns in the way that the size of shadows changes.	
Plants	
I can explain what different parts of flowering plants do.	
I can explore the requirements of plants for life and growth 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, including pollination, seed formation and seed dispersal.	
Rocks	
I can examine and do practical experiments on various types of rocks in order to group them on the basis of their appearance and simple physical properties.	
I can simply describe how fossils are formed when things that have lived are trapped within rock	
I can explain that soils are from rocks and organic matter	