Assessment sheet for: Science

Class: Year 3

Unit		
Aut 1 **Unit title:** Rocks	**National Curriculum coverage** - 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	**Key scientific skills** - observe rocks, including those used in buildings and gravestones, and explore how and why they might have changed over time - use a hand lens or microscope to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them - research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed - explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water - raise and answer questions about the way soils are formed.
Aut 2 **Unit title:** Animals incl Humans	**National Curriculum coverage** - 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.	**Key scientific skills** - identify and group animals with and without skeletons and observe and compare their movement - explore ideas about what would happen if humans did not have skeletons - compare and contrast the diets of different animals and group them according to what they eat - research different food groups and how they keep us healthy and design meals based on this
Spr 1 **Unit title:** Forces and Magnets	**National Curriculum coverage** - 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.	**Key scientific skills** - compare how different things move and group them - raise questions and carry out tests to find out how far things move on different surfaces and gather and record data to find answers their questions - explore the strengths of different magnets and find a fair way to compare them - sort materials into those that are magnetic and those that are not - look for patterns in the way that magnets behave in relation to each other and what might affect this - identify how these properties make magnets useful in everyday items and suggest creative uses for different magnets.
Spr 2 **Unit title:** Light	**National Curriculum coverage** - 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.	**Key scientific skills** - look for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.
Sum 1+2 **Unit title:**	**National Curriculum coverage**	**Key scientific skills** - compare the effect of different factors on plant growth

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.	- discover how seeds are formed by observing the different stages of plant life cycles over a period of time - look for patterns in the structure of fruits that relate to how the seeds are dispersed - observe how water is transported in plants