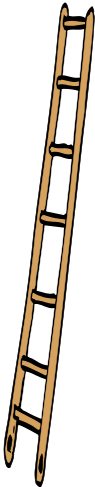




Science Assessment – Year 3

Name/s _____

	Animals including Humans	Forces and Magnets	Light	Rocks	Working Scientifically
Year 3 	Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 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 the position of the stomach and intestines. Recognise that living things need food to survive. Understand that animals have different teeth, depending on what they eat. Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	Compare how things move on different surfaces. Notice that some forces need contact between two objects, but magnetic forces can act at a distance. Compare and group together a variety of everyday materials on the basis of whether or not they are attracted to a magnet, and identify some magnetic materials. Observe how magnets attract or repel each other and attract some materials and not others. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.	Name some sources of light. Notice that light is reflected from surfaces. Recognise that you need light in order to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and that there are ways to protect eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change. Sort materials into those that are good and bad reflectors of light. Describe what a reflection in a mirror looks like. Sort materials into those that are opaque, translucent and transparent.	Recognise that soils are made from rocks and organic matter. Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.	Ask relevant questions and use different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gather, record, classify and present data in a variety of ways to help with answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support findings.