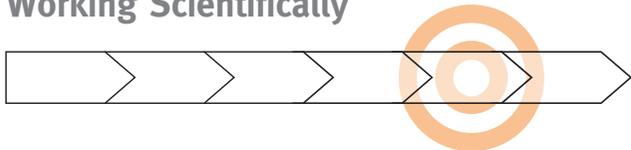


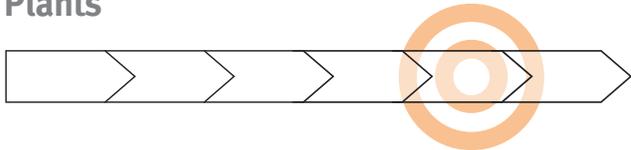
## Working Scientifically



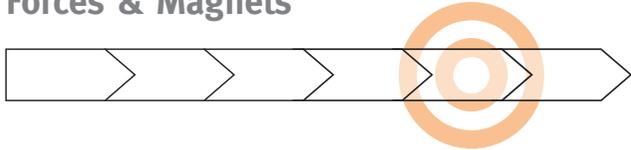
## Animals Including Humans



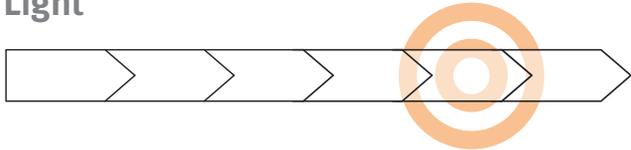
## Plants



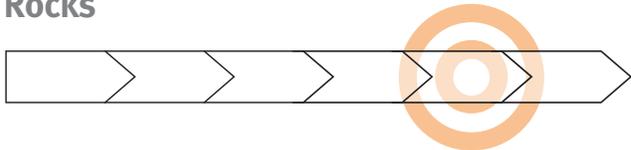
## Forces & Magnets



## Light



## Rocks



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for sticking

### Band 3 - Science

Working Scientifically, Animals Including Humans,  
Plants, Forces & Magnets, Light, Rocks



Name \_\_\_\_\_

Class \_\_\_\_\_

## 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 with 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 why humans and some other animals have skeletons and muscles.

## 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.

## Forces & 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 or not 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 change.

## 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 describe simply how fossils are formed when things that have lived are trapped within rock.

I can explain that soils are made from rocks and organic matter.

