Working Scientifically

Animals Including Humans

Plants

Forces & Magnets

Light

Rocks

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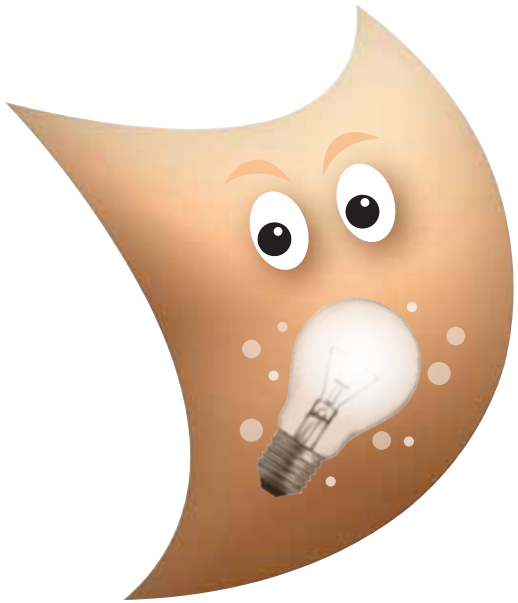
for sticking

EES for schools

Steps

Band 3 - Science

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



Name _____

Class _____

Target Tracker

Version 1.0

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.