

YEAR 3: END POINTS

Year 3					
Biology			Chemistry	Physics	
Animals, including humans	Plants	Plants	Rocks	Forces	Light
<ul style="list-style-type: none"> Skeleton and muscles Nutrition Exercise and health 	<ul style="list-style-type: none"> Plant life Basic structure and functions 	<ul style="list-style-type: none"> Life cycle Water transportation 	<ul style="list-style-type: none"> Fossil formation Compare and group rocks Soil 	<ul style="list-style-type: none"> Different Forces Magnets 	<ul style="list-style-type: none"> Reflections Shadows
<ul style="list-style-type: none"> Know about the importance of a nutritious, balanced diet Know how nutrients, water and oxygen are transported within animals and humans Know about the skeletal and muscular system of a human 	<ul style="list-style-type: none"> Know the function of different parts of flowering plants and trees 	<ul style="list-style-type: none"> Know how water is transported within plants Know the plant life cycle, especially the importance of flowers 	<ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties, giving reasons Know how soil is made and how fossils are formed Know about and explain the difference between sedimentary, metamorphic and igneous rock 	<ul style="list-style-type: none"> Know about and describe how objects move on different surfaces Know how a simple pulley works and use to on to lift an object Know how some forces require contact and some do not, giving examples Know about and explain how magnets attract and repel Predict whether magnets will attract or repel and give a reason 	<ul style="list-style-type: none"> Know that dark is the absence of light Know that light is needed in order to see and is reflected from a surface Know and demonstrate how a shadow is formed and explain how a shadow changes shape Know about the danger of direct sunlight and describe how to keep protected

Year 3	
Working Scientifically	
<input type="checkbox"/> Ask questions such as: <ul style="list-style-type: none"> Why does the moon appear as different shapes in the night sky? Why do shadows change during the day? Where does a fossil come from? 	<input type="checkbox"/> Use a thermometer to measure temperature and know there are two main scales used to measure temperature <input type="checkbox"/> Gather and record information using a chart, matrix or tally chart, depending on what is most sensible
<input type="checkbox"/> Observe at what time of day a shadow is likely to be at its longest and shortest	<input type="checkbox"/> Group information according to common factors e.g. plants that grow in woodlands or plants that grow in gardens
<input type="checkbox"/> Observe which type of plants grow in different places e.g. bluebells in woodland, roses in domestic gardens, etc.	<input type="checkbox"/> Use bar charts and other statistical tables (in line with Year 3 mathematics statistics) to record findings
<input type="checkbox"/> Use research to find out how reflection can help us see things that are around the corner	<input type="checkbox"/> Know how to use a key to help understand information presented on a chart
<input type="checkbox"/> Use research to find out what the main differences are between sedimentary and igneous rocks	<input type="checkbox"/> Be confident to stand in front of others and explain what has been found out, for example about how the moon changes shape
<input type="checkbox"/> Test to see which type of soil is most suitable when growing two similar plants	<input type="checkbox"/> Present findings using written explanations and include diagrams when needed
<input type="checkbox"/> Test to see if their right hand is as efficient as their left hand	<input type="checkbox"/> Make sense of findings and draw conclusions which help them to understand more about scientific information
<input type="checkbox"/> Set up a fair test with different variables e.g. the best conditions for a plant to grow	<input type="checkbox"/> Amend predictions according to findings
<input type="checkbox"/> Explain to a partner why a test is a fair one e.g. lifting weights with right and left hand, etc.	<input type="checkbox"/> Be prepared to change ideas as a result of what has been found out during a scientific enquiry
<input type="checkbox"/> Measure carefully (taking account of mathematical knowledge up to Year 3) and add to scientific learning	