

# Assessment Criteria

# Science Stage 3

Name:		Class:	Year:	Aut	Spr	Sum	Overall
Start score:	Target Score:	End Score:					
<b>Working scientifically</b> Pupils should be taught to use the following practical scientific methods, processes and skills:							
1. Ask relevant questions and using different types of scientific enquiries to answer them. Set up simple practical enquiries, comparative and fair tests.							
2. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.							
3. Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.							
4. Report findings, inc oral/written explanations, displays/presentations of results/conclusions. Use results to draw simple conclusions, make predictions, suggest improve and raise further questions.							
5. Identify differences, similarities or changes related to simple scientific ideas and processes.							
6. Use straightforward scientific evidence to answer questions or to support their findings.							
<b>Plants</b>							
7. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.							
8. 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.							
9. Investigate the way in which water is transported within plants.							
10. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.							
<b>Animals, including humans</b>							
11. 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.							
12. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.							
<b>Rocks</b>							
13. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.							
14. Describe in simple terms how fossils are formed when things that have lived are trapped within rock							
15. Recognise that soils are made from rocks and organic matter.							
<b>Light</b>							
16. Recognise that they 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 their eyes.							
17. Notice that light is reflected from surfaces.							
18. Recognise that shadows are formed when light from a light source is blocked by an opaque object.							
19. Find patterns in the way that the size of shadows change.							
<b>Forces and magnets</b>							
20. Compare how things move on different surfaces.							
21. Notice that some forces need contact between two objects, but magnetic forces can act at a distance.							
22. Observe how magnets attract or repel each other and attract some materials and not others.							
23. 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.							
24. Describe magnets as having two poles. Predict whether two magnets will attract or repel each other, depending on which poles are facing.							
1-6: St 3 emerging	7-12 St 3 developing	13-18 St 3 securing	19-24 St 4 ready				