St Philips Science Record of Assessment
Year 3

	Working Below (<25%)	Working Towards (25%-49%)	Expected (50-74%)	Greater Depth (76%>)	Proportion/ percentage
	(note any SEN, EAL, PP)				
Working scientifically • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings.					**Autumn** Working Below ___% Working Towards ___% Expected ___% Greater Depth ___% **Spring** Working Below ___% Working Towards ___% Expected ___% Greater Depth ___% **Summer** Working Below ___% Working Towards ___% Expected ___% Greater Depth ___%

Plants • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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 • investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal					Working Below ___% Working Towards ___% Expected ___% Greater Depth ___%
Animals, including humans • 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 that humans and some other animals have skeletons and muscles for support, protection and movement					Working Below ___% Working Towards ___% Expected ___% Greater Depth ___%
Rocks • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter					Working Below ___% Working Towards ___% Expected ___% Greater Depth ___%

Light Pupils should be taught to: • recognise that they need light in order to see things and that dark is the absence of light • notice that light is reflected from surfaces • recognise that light from the sun can be dangerous and that there are ways to protect their 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					Working Below ___% Working Towards ___% Expected ___% Greater Depth ___%
Forces and magnets • compare how things move on different surfaces • notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing					Working Below ___% Working Towards ___% Expected ___% Greater Depth ___%
Note the addition of aspects covered, especially ones from Y4					