



Willow Wood Primary School - Science Assessment 3

<p><u>Working scientifically</u> <u>Children can-</u></p> <ul style="list-style-type: none"> • Ask relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries • Carry out fair tests. • Make systematic and careful observations • Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • 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. • Report on findings from enquiries, 	<p><u>Light</u> <u>Children can-</u></p> <ul style="list-style-type: none"> • 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. • Name surfaces which reflect light better than others • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes and skin • Know not to look directly at the sun • Reconise 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. <p><u>Animals including Humans-</u> <u>Children can-</u></p> <ul style="list-style-type: none"> • Identify that animals including humans, need the right types and amount of nutrition and that they 	<p><u>Plants</u> <u>Children can-</u></p> <ul style="list-style-type: none"> • 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 these 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 and seed formation • Name the different forms of seed dispersal. • Talk through and draw the life cycle of a plant 	<p><u>Forces-</u> <u>Children can-</u></p> <ul style="list-style-type: none"> • Compare how things move on different surfaces. • Notice that some forces need contact between two objects, but magnetic forces can act at a distance. • Know that magnets have poles • Name the poles of a magnet • Observe how magnets attract or repel each other and attract some materials and not others. • Know that not all materials are magnetic • 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. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p><u>Uses of everyday materials /Rocks</u> <u>Children can-</u></p> <ul style="list-style-type: none"> • Name different types of rocks • Name different types of soils • Describe the appearance of rocks • Describe the appearance of soils • 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.



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<p>including oral and written explanations, displays or presentations of results and conclusions.</p> <ul style="list-style-type: none">• Use results to draw simple conclusions, making predictions, suggest improvements and raise further questions,• Identify differences, similarities or changes related to simple scientific ideas and processes.• Using straight forward scientific evidence to answer questions or to support findings.• Use scientific vocabulary	<p>can not make their own food; they get nutrition from what they eat</p> <ul style="list-style-type: none">• Name different food groups• Know what happens when humans eat the wrong types of foods• Identify that humans and some other animals have skeletons and muscles for support, protection and movement.• Discuss how human skeletons and animal skeletons are different			
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