Willow Fields Primary School – Science Assessment 3

Working scientifically **Children can-** • 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,	**Light** **Children can-** • 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. **Animals including Humans-** **Children can-** • Identify that animals including humans, need the right types and amount of nutrition and that they	**Plants** **Children can-** • 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	**Forces-** **Children can-** • 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.	**Uses of everyday materials /Rocks** **Children can-** • 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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including oral and written explanations, displays or presentations of results and conclusions. • 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	can not make their own food; they get nutrition from what they eat • 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			