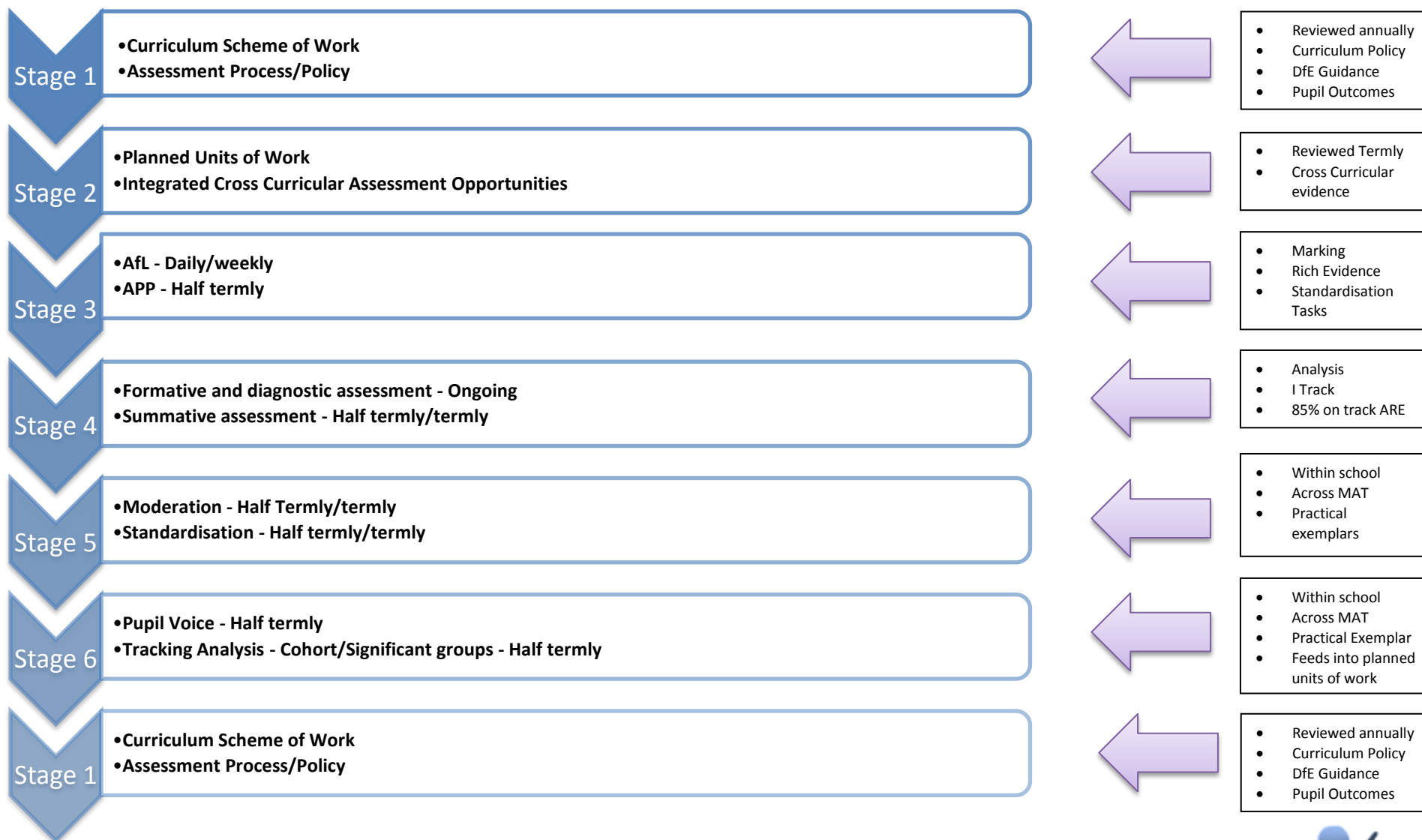




An Daras Multi Academy Trust

Assessing Pupil Progress – Science (Y3)

Integrated Curriculum Scheme of Learning - 2016	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Science
Year Group:	Year 3
Agreed and Approved:	January 2016
Leader In Year Review Dates:	January 2017
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Science Scheme of Learning 15 ADMAT Non-Negotiable 14 Progression Frameworks for Science Science Policy 2015



ADMAT/ARE Year 3 Science		Pupil Name:		Term 1		Term 2		Term 3		Are Related Expectation Key:		NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding			
		Class Teacher:													
A/Working scientifically				B/Biology				C/Chemistry				D/Physics			
A1. Ask relevant questions and use different types of scientific enquiries to answer them				B1. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers				C1. Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties				D1. Recognise that they need light in order to see things and that dark is the absence of light			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A2. Set up simple practical enquiries, comparative and fair tests				B2. 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				C2. Describe in simple terms how fossils are formed when things that have lived are trapped within rock				D2. Notice that light is reflected from surfaces			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A3. Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers				B3. Investigate the way in which water is transported within plants				C3. Recognise that soils are made from rocks and organic matter				D3. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A4. Gather, record, classify and present data in a variety of ways to help in answering questions				B4. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal								D4. Recognise that shadows are formed when the light from a light source is blocked by an opaque object			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A5. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and table				B5. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;								D5. Find patterns in the way that the size of shadows change			

				they get nutrition from what they eat											
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A6. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions				B6. Identify that humans and some other animals have skeletons and muscles for support, protection and movement								D6. Compare how things move on different surfaces			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A7. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions												D7. Notice that some forces need contact between two objects, but magnetic forces can act at a distance			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
A8. Identify differences, similarities or changes related to simple scientific ideas and processes												D8. Observe how magnets attract or repel each other and attract some materials and not others			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
A9. Use straightforward scientific evidence to answer questions or to support their findings												D9. 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			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
												D10. Describe magnets as having two poles			
												EM 1	TI 2	EXP 3	EXC 4
												D11. Predict whether two magnets will attract or repel each other, depending on which poles are facing			

												EM 1	TI 2	EXP 3	EXC 4
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