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| **Year 3** |
| Working below expectation | Working at expectation | Working above expectation |
| Observing using simple equipment identifying change over time.Identifying obvious differences/patterns within data.Beginning to suggest a way to test out their ideas and independently carrying out an investigation.Giving a simple reason for their answers using what they have observed.Using simple features to compare and talk about similarities and differences within sorted groups using Venn Diagrams to explain this further.Recording in a simple table / Venn /Carroll and beginning to use a bar chart to display their resultsExplaining what they have found out using scientific vocabulary.Asking people questions and using simple secondary sources to find answers.Using ICT to show their working.Making accurate measurements with simple equipment. | Raising their own relevant question and suggesting the appropriate enquiry to answer it. Suggesting more than one way of grouping animals and plants and explaining their reasons. Setting up and carrying out a suggested investigation. Classifying with a simple key. Saying whether things happened as they expected and if not, why not. Collecting and grouping observations and measurements in their own tables, bar charts and diagrams. Taking accurate measurements using standard units. Suggesting suitable information sources including books, internet and interviewing. Beginning to look for naturally occurring patterns and relationships and deciding what data to collect to identify them. Saying whether things happened as they expected and if not, why not. | Beginning to make links to what they already know. Suggesting the appropriate enquiry to make and recognising when it is appropriate to test or to use a secondary source. Recognising when a test is fair and suggesting ways to keep it fair. Identifying naturally occurring patterns and relationships and drawing simple conclusions from these. Classifying with a simple key. Using data loggers / thermometers. Recording and presenting what they have found using scientific language, drawings, labelled diagrams, bar charts, tables and classification keys. Explaining their findings in different ways - display, presentation and/or writing. Using their findings to draw simple conclusions. Suggesting improvements and predictions for further tests. Suggesting how to improve their work if they did it again. |