



Science Assessment – Knowledge - Year 3/4

| | | Working Towards | On Track |
|---------|---|---|--|
| Cycle A | | identify and describe the basic structure of a variety of common flowering plants, including trees | identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers |
| | | find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. | 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 |
| | | observe and describe how seeds and bulbs grow into mature plants | investigate the way in which water is transported within plants |
| | | observe changes across the four seasons | explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. |
| | | describe the simple physical properties of a variety of everyday materials | identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |
| | | compare and group together a variety of everyday materials on the basis of their simple physical properties | |
| | | find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | 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 |
| | | describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | |
| | | identify, name, draw and label the basic parts of the human body... | identify that humans and some other animals have skeletons and muscles for support, protection and movement |
| | | compare and group together a variety of everyday materials on the basis of their simple physical properties | compare and group together different kinds of rocks on the basis of their simple physical properties |
| | | describe the simple physical properties of a variety of everyday materials | recognise that soils are made from rocks and organic matter |
| | | identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | describe in simple terms how fossils are formed when things that have lived are trapped within rock |
| | | describe the simple physical properties of a variety of everyday materials (attracted to a magnet or not) | -notice that some forces need contact between two objects but magnetic forces 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 |
| | | compare and group together a variety of everyday materials on the basis of their simple physical properties(attracted to a magnet or not) | describe magnets as having two poles |
| | | | predict whether two magnets will attract or repel each other, depending on which poles are facing |
| | | describe the simple physical properties of a variety of everyday materials (opaque, translucent, transparent materials) | -recognise that they need light in order to see things and that dark is the absence of light |
| | | compare and group together a variety of everyday materials on the basis of their simple physical properties (opaque, translucent, transparent material) | -notice that light is reflected from surfaces |
| | | | recognise that shadows are formed when a light source is blocked by a solid object |
| | find patterns in the way that the size of shadows change | | |
| | observe and describe weather associated with the seasons and how day length varies. | recognise that light from the Sun can be dangerous and that there are ways to protect our eyes | |

| Plants | States of Matter | Animals including humans | Rocks | Forces and magnets | Light | |
|--------|------------------|--------------------------|-------|--------------------|-------|--|
| | | | | | | <p>Once an objective has been covered it becomes Bold</p> <p>It is assumed child has achieved this objective at 'on track' unless they are indicated at WT.</p> |

Science Assessment Tracking – Knowledge - Year 3/4

| | | Working Towards | On Track |
|---------|---|--|---|
| Cycle B | | find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | describe the simple functions of the basic parts of the digestive system in humans |
| | | describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | identify the different types of teeth in humans and their simple functions. |
| | | identify and name a variety of common animals that are carnivores, herbivores and omnivores | construct and interpret a variety of food chains, identifying producers, predators and prey |
| | | describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food | |
| | | describe the simple physical properties of a variety of everyday materials | compare and group materials together, according to whether they are solids, liquids or gases |
| | | compare and group together a variety of everyday materials on the basis of their simple physical properties | observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) |
| | | identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals | recognise that living things can be grouped in a variety of ways |
| | | identify and name a variety of common animals that are carnivores, herbivores and omnivores | explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment |
| | | identify and name a variety of plants and animals in their habitats, including micro-habitats | |
| | | identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other | |
| | | (explore battery powered toys and carry out a variety of enquires related to these). | identify common appliances that run on electricity |
| | | | construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers |
| | | | identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery |
| | | | recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit |
| | | | recognise some common conductors and insulators, and associate metals with being good conductors |
| | | describe the simple physical properties of a variety of everyday materials (attracted to a magnet or not) | -compare how things move on different surfaces |
| | | compare and group together a variety of everyday materials on the basis of their simple physical properties(attracted to a magnet or not) | -notice that some forces need contact between two objects but magnetic forces act at a distance |
| | | (explore different ways of making and altering sounds ... experiment making sounds of differing volume and pitch) | identify how sounds are made, associating some of them with something vibrating |
| | (observe and name a variety of sources of sound, noticing that we hear with our ears) | recognise that vibrations from sound travel through a medium to the ear | |
| | | recognise that sounds get fainter as the distance from the sound source increases | |
| | | find patterns between the pitch of a sound and features of the object that produced it | |
| | | find patterns between the volume of a sound and the strength of the vibrations that produced it. | |

| Animals including humans | States of Matter | Living things and their habitats | Electricity | Forces | Sound | |
|--------------------------|------------------|----------------------------------|-------------|--------|-------|--|
| | | | | | | Once an objective has been covered it becomes Bold It is assumed child has achieved this objective at 'on track' unless they are indicated at WT. |