Year 3 Working scientifically

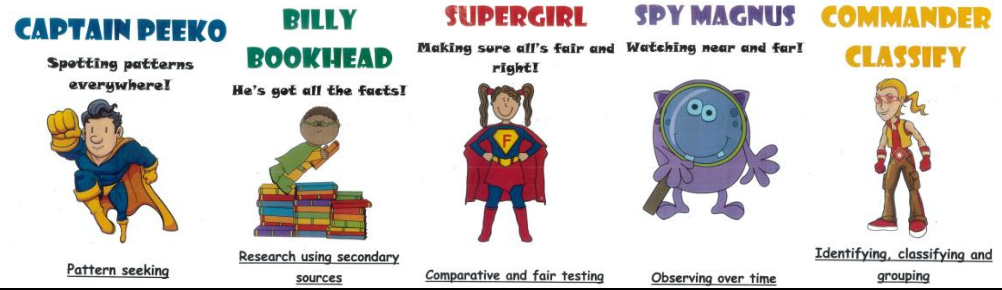
Prior and future learning

Prior Knowledge…	What's next?
• Ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other. • Suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes. • Examine carefully, e.g. using a hand lens. • Conduct simple tests, e.g. setting up comparative tests to show that plants need water and light. • With assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb. • Identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms. • Collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed. • Answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications.	• Develop relevant, testable questions, e.g. based on observations of animals. • Plan investigations using different types of scientific enquiry. • Set up comparative and fair tests, e.g. finding patterns in the sounds made by elastic bands of different thicknesses. • Use various equipment, as instructed, repeatedly and with care. • Recognise the importance of using standard units and measures accurately.. • Use words and diagrams to record findings.. • Use various ways to record evidence. • Use various ways to record, group and display evidence, e.g. grouping and classifying various materials. • Write a conclusion based on evidence. • Present findings either in writing or orally. • Recognise patterns that relate to scientific ideas. • Use evidence to produce a simple conclusion. • Use evidence to suggest further relevant investigations.

Track your learning

Skill	How I will show what I've learned	☹	😐	☺
Plan	I can, with support, develop relevant testable questions.			
	I can plan an enquiry e.g. fair testing, sorting or comparing.			
	I can set up a comparative test.			
Do	I can use a variety of equipment as instructed.			
	I can use standard measurements.			
Record	I can, with prompting, draw and label diagrams and use tables.			
	I can, with prompting, gather and display evidence in a variety of ways.			
Report	I can, with prompting, write a conclusion to an investigation.			
	I can suggest how findings from an investigation can be reported.			
Review	I can, with prompting, recognise patterns in the data.			
	I can, with support, use evidence to produce simple conclusions.			
	I can suggest how an investigation could be extended.			

Key knowledge I need to understand (different types of enquiry)



Vocabulary	
Classify	**To arrange things in categories according to shared characteristics or properties.**
Research	**To investigate to discover facts about a topic.**
Conclusion	**To summarize the main points of an experiment.**
Identify	**To establish what something is.**
Compare	**To draw an analogy between one thing and (another) for the purposes of explanation or clarification.**
Contrast	**To show how something is different in a science experiment.**
Biology	**The study of living organisms.**
Chemistry	**The study of chemicals and substances and what they're made up of.**
Physics	**The study of properties of matter and energy.**
Prediction	**To have an educated guess as to what may happen in an experiment.**
Interpret	**To understand something in a specified way.**
Evaluate	**To look at what could be made better.**
Properties	**Characteristics that mean we can sort different materials. E.g. the property of a material could be hard.**
Evidence	**Something used to support an argument or answer to an investigation.**