Year 3 - Science Reflection Tasks

Science Topic	Rocks	Animals including humans	Forces	Light	Plants
Reflection Tasks	Non chronological report about the rock cycle.	Classifying animals by their diet and nutrition, compare and contrast diets	Evaluating a graph	Investigate which pair sunglasses protect our eyes the most	Life cycle of a plant leaflet – to observe life cycle of two different plants using 2 different sizes of seed.
Scientific Enquiry	Secondary sources Grouping	Classifying	Pattern seeking	Fair Test	Comparative test Observation over time
Skills for Working Scientifically	• I can make observations • I can gather, record, classify and present data in a variety of ways to help with answering questions. • I can use straightforward scientific evidence to answer questions or to support my findings. • I can ask questions and use different types of scientific enquiries to answer them.	• I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. • I can ask questions and use different types of scientific enquiries to answer them. • I can set up simple practical enquiries, comparative and fair tests. • I can make observations and take measurements using standard	• I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.	• I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions. • I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. • I can explain differences, similarities or changes related to simple scientific ideas and processes. • I can use straightforward scientific evidence to answer questions or to support my findings.	• I can ask questions and use different types of scientific enquiries to answer them. • I can use straightforward scientific evidence to answer questions or to support my findings. • I can report on findings from enquiries, including spoken and written explanations, displays or presentations of results and conclusions.

		units, using a range of equipment, including thermometers and data loggers. • I can gather, record, classify and present data in a variety of ways to help with answering questions.		• I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • I can ask questions and use different types of scientific enquiries to answer them. • I can set up simple practical enquiries, comparative and fair tests. • I can make observations and take measurements	