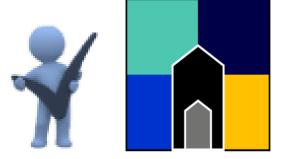
An Daras Multi Academy Trust



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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

tage 1	•Curriculum Scheme of Work •Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
age 2	Planned Units of Work Integrated Cross Curricular Assessment Opportunities	 Reviewed Termly Cross Curricular evidence
age 3	•AfL - Daily/weekly •APP - Half termly	 Marking Rich Evidence Standardisation Tasks
age 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	 Analysis I Track 85% on track ARE
age 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	 Within school Across MAT Practical exemplars
age 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	 Within school Across MAT Practical Exemplar Feeds into planned units of work
age 1	•Curriculum Scheme of Work •Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
	Science Year 3	¥

ADMAT/ARE Year 3 Science		Pupil Name: Class Teacher:		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 			
A/Workir	ng scienti [.]	fically		B/Biology		C/Chemistry			D/Physics						
different	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				and growth	n (air, light, v om to grow	ements of pla water, nutrie) and how th	ents from	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				-	gate the way d within plan	/ in which w	ater is	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				life cycle of	flowering p	at flowers pl plants, incluc ation and see	ling				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
language, drawings, labelled diagrams, need the					B5. Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food;							D5. Find p shadows c		ne way that t	the size o

				they get nu	itrition from	what they e	at		
EM 1	ТI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM TI EXP 1 2 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 d surfaces	different	
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM TI EXP 1 2 3	EXC 4
A7. Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions						1	1	D7. Notice that some forces need constrained between two objects, but magnetic can act at a distance	
EM 1	TI 2	EXP 3	EXC 4					EM TI EXP 1 2 3	EXC 4
A8. Identify differences, similarities or changes related to simple scientific ideas and processes							D8. Observe how magnets attract o each other and attract some materi not others		
EM 1	TI 2	EXP 3	EXC 4					EM TI EXP 1 2 3	EXC 4
A9. Use straightforward scientific evidence to answer questions or to support their findings						1	1	D9. Compare and group together a of everyday materials on the basis o whether they are attracted to a mag and identify some magnetic materia	of gnet,
EM 1	TI 2	EXP 3	EXC 4					EM TI EXP 1 2 3	EXC 4
· · ·								D10. Describe magnets as having tw	vo poles
								EM TI EXP 1 2 3	EXC 4
								D11. Predict whether two magnets attract or repel each other, depend which poles are facing	

		EM 1	TI EXP 2 3	EXC 4
ADMAT AWL Science Year 3			5	