|  |
| --- |
| **Science Skills***Expected by End of Year 6* |
| **Living things and their habitats** | **Animals, including humans** |
| * describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals
* give reasons for classifying plants and animals based on specific characteristics.
 | * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
* recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
* describe the ways in which nutrients and water are transported within animals, including humans.
 |
| **Evolution and inheritance** |  **Light** |
| * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
* recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
* identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
 | * recognise that light appears to travel in straight lines
* use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
* explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
* use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
 |
|  **Electricity** | **Working Scientifically** |
| * associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
* compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
* use recognised symbols when representing a simple circuit in a diagram.
 | * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
* taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
* recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
* using test results to make predictions to set up further comparative and fair tests
* reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations
* identifying scientific evidence that has been used to support or refute ideas or arguments
 |

|  |
| --- |
| **Science Assessment***Expected by End of Year 6* |
| **Living things and their habitats**  | **Animals, including humans** |
| **Below Expectation**  | **Above Expectation** | **Below Expectation** | **Above npectation** |
| **Evolution and inheritance**  | **Light** |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |
| **Electricity**  | **Working Scientifically** |
| **Below Expectation** | **Above Expectation** | **Below Expectation** | **Above Expectation** |