|  |  |
| --- | --- |
| **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** |