

Science Year 6

Living Things and their Habitats

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals

I can give reasons for classifying plants and animals based on specific characteristics

I can use symbols when drawing a simple circuit in a diagram

Electricity

I can associate the outcome of a circuit with a number and voltage of the cells used

I can compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off positions of switches

I can explain that we see things because of the way light travels

Light

I can 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.

I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them

I can recognise that light appears to travel in straight lines

Science Year 6

Evolution and Inheritance

I can recognise that living things have changed over time and that fossils provide information about things that lived on the Earth millions of years ago

I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Working Scientifically

I can use test results to make predictions to set up further comparative and fair tests.

I can report and present findings in oral and written forms such as displays and other presentations

I can recognise the impact of diet, exercise, drugs and lifestyle on our bodies

I can describe the ways in which nutrients and water are transported within animals, including humans

I can take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate

I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results.

I can identify the main parts of the human circulatory system and describe their functions

I can use straightforward scientific evidence to answer questions of to support their findings

I can plan different types of scientific enquiry to answer questions including recognising and controlling variables where necessary

I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.

I can identify scientific evidence that has been used to support or refute ideas or arguments

I can identify differences, similarities or changes related to simple scientific ideas and processes

Animals including humans