Y6

Moston Lane Community Primary School

Science Assessment

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

Name: Class: