



Reinwood Junior School Key Assessment Criteria

Year 6- Science (Biology)	Year 6 - Science (Physics)	Year 6 - Working Scientifically
<p>Living things and their habitats</p> <p>I can:</p> <ul style="list-style-type: none"> •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. •understand that broad groupings, such as micro-organisms, plants and animals can be subdivided. •classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). •discuss reasons why living things are placed in one group and not another. •use classification systems and keys to identify some animals and plants in the immediate environment. •research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system. <p>Animals, including humans</p> <p>I can:</p> <ul style="list-style-type: none"> •identify and name the main parts of the human circulatory system. •describe the function of the heart, blood vessels and blood. •discuss the impact of diet, exercise, drugs and lifestyle on health. •describe the ways in which nutrients and water are transported in animals, including humans. 	<p>Light</p> <p>I can:</p> <ul style="list-style-type: none"> • explain how light travels. • use the idea that light travels in straight lines to explain and demonstrate how we see objects. • 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. • explain why shadows have the same shape as the object that casts them. <p>Physics - Electricity</p> <p>I can:</p> <ul style="list-style-type: none"> •explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer. •compare and give reasons for why components work and do not work in a circuit. •draw circuit diagrams using correct symbols. 	<p>I can:</p> <ul style="list-style-type: none"> •plan different types of scientific enquiry. •control variables in an enquiry. •measure accurate and precisely using a range of equipment. •record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. •use the outcome of test results to make predictions and set up a further comparative fair test. •report findings from enquiries in a range of ways. •explain a conclusion from an enquiry. •explain causal relationships in an enquiry. •relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. •read, spell and pronounce scientific vocabulary accurately.