

Science end of year expectations – Year 6 – All, Most and Some

<p>A) Working Scientifically</p>	<ol style="list-style-type: none"> 1. ALL: I can plan enquiries, including recognising and controlling variables where necessary with support MOST: I can plan enquiries, including recognising and controlling variables where necessary SOME: I can plan enquiries, including recognising and controlling variables where necessary and explain my decisions. 2. All : I can take measurements, using a range of scientific equipment, with increasing accuracy and precision 3. ALL: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models 4. ALL : I can report findings from enquiries, including oral and written explanations of results and draw conclusions with support. MOST: I can report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. SOME: I can independently report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions drawing on existing scientific knowledge. 5. ALL: I can present findings in written form, displays and other presentations. 6. ALL: I can use test results to make predictions to set up further comparative and fair tests. 7. ALL: I can use simple models to describe scientific ideas 8. ALL: I can identify scientific evidence that has been used to support or refute, ideas or arguments.
<p>B) Living Things and Their Habitats</p>	<ol style="list-style-type: none"> 1. ALL: I can compare different living things and classify them into groups using given similarities and characteristics. MOST: 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 SOME: I can independently classify into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and explain my choices. 2. ALL: I can give reasons for classifying plants and animals based on specific characteristics.
<p>C) Animals including Humans</p>	<ol style="list-style-type: none"> 1. ALL: I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 2. ALL: I can explain the importance of a healthy lifestyle and describe some ways of achieving this. MOST: I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function SOME: I can explain the effects of poor lifestyle choices and the impact of diet, exercise, drugs and lifestyle on the way their bodies function



	<p>3. I can describe the ways in which nutrients and water are transported within animals, including humans.</p>
D) Evolution and Inheritance	<p>1. ALL: I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>2. ALL: I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>3. ALL: I can suggest how specific examples of animals and plant have adapted to suit their environment.</p> <p>MOST: I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p> <p>SOME: I can explain how and why animals and plants have adapted to suit their environment.</p>
E) Light	<p>1. ALL: 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</p> <p>2. ALL: I can explain that light comes from sources, that we need light to see things and that darkness is the absence of light.</p> <p>MOST: I can 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</p> <p>SOME: I can explain that we see things because light travels from light sources or objects to our eyes and how the different parts of the eye allow us to see.</p> <p>3. ALL: 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.</p>
F) Electricity	<p>1. ALL: I can make observations about the brightness of a lamp or the volume of a buzzer where the number of cells or the voltage varies.</p> <p>MOST: I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>SOME: I can predict and explain the outcomes of tests involving the brightness of bulbs or the loudness of a buzzer where the number and voltage of cells varies in tests I have set up.</p> <p>2. ALL: I can 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</p> <p>3. ALL: I can use recognised symbols when representing a simple circuit in a diagram.</p>