| I can | Science – Year 6 | Start | End |
| --- | --- | --- | --- |
| Working scientifically | Plan different kinds of fair experiments. |  |  |
| Recognise why controlling variables is important and explain how I do this in my experiments. |  |  |
| Take accurate measurements using scientific equipment. |  |  |
| Take repeated measurements when appropriate. |  |  |
| Record data using: | | |
| Labelled scientific diagrams. |  |  |
| Classification keys. |  |  |
| Tables. |  |  |
| Bar charts. |  |  |
| Line charts. |  |  |
| Draw conclusions from my results and describe causal relationships in results. |  |  |
| Present my findings in a written report with an introduction, conclusion and results. |  |  |
| Present my findings in an oral presentation. |  |  |
| Identify scientific evidence that has been used to support or refute ideas or arguments. |  |  |
| Living things and their habitats | Describe how living things are classified into broad groups according to common observable characteristics. |  |  |
| Classify plants and animals into groups. |  |  |
| Tell you why I have classified them into those groups. |  |  |
| Animals including humans | Identify and name the main parts of the human circulatory system. |  |  |
| Describe the functions of the heart, blood vessels and blood. |  |  |
| Tell you about the impact of diet, exercise, drugs and lifestyle on the function of the human body.  Animals including humans |  |  |
| Describe the ways in which nutrients and water are transported within animals. |  |  |
| Describe the ways in which nutrients and water are transported within humans. |  |  |
| Evolution and inheritance | Tell you about how fossils provide information about living things that lived on Earth millions of years ago. |  |  |
| Tell you about why the offspring of living things are similar but not identical to their parents. |  |  |
| Tell you how animals and plants adapt to suit their environment. |  |  |
| Explain how evolution is caused by the ability to adapt to environment. |  |  |
| Light | Tell you about how light appears to travel. |  |  |
| Tell you about how objects need to reflect light to be visible. |  |  |
| Explain how we are able to see things because of light travelling. |  |  |
| Explain why shadows are the same shape as the objects that cast them. |  |  |
| Electricity | Explain how the brightness of a lamp, or volume of a buzzer, is associated with the number and voltage of cells used in a circuit. |  |  |
| Compare and give reasons for variations in how components function in circuits. |  |  |
| Use recognised symbols to represent a simple circuit in a diagram. |  |  |