



## Year 6 Science Assessment

Pupil  😊	Working Scientifically	Teacher		
		Working towards	Achieved	Exceeded
	<b>Predicting:</b> Ask relevant questions and use different types of scientific enquiries to answer them.			
	<b>Planning/Experimenting:</b> Set up simple practical enquiries, comparative and fair tests.			
	<b>Observing/Measuring:</b> Make organised and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.			
	<b>Data Handling/Recording:</b> Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.			
	<b>Concluding:</b> Report on findings from enquiries, use results to draw simple conclusions, and ask further questions.			
	<b>Evaluation:</b> Reflect on the investigation, make predictions for new values, and suggest improvements			
	<b>Living things and their habitats</b>			
	I can describe how living things are classified according to observable characteristics and based similarities and differences, including plants, animals and <b>micro-organisms</b> .			
	I can give reasons for classifying plants and animals based on specific characteristics.			
	<b>Animals including humans</b>			
	I can identify and name the main parts of the human circulatory system.			
	I can describe the functions of the heart, blood vessels and blood.			
	I can recognise the impact of diet, exercise, drugs and lifestyle on the way bodies function.			
	I can describe the ways in which nutrients and water are transported within animals, including humans.			
	<b>Evolution and inheritance</b>			
	I know that living things have changed over time.			
	I understand that fossils provide information about living things that inhabited the Earth millions of years ago.			
	I can recognise that living things produce offspring of the same kind, but 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.			
	<b>Light</b>			
	I can recognise that light appears to travel in straight lines.			
	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.			
	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.			
	<b>Electricity</b>			
	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.			
	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.			
	I can use recognised symbols when representing a simple circuit in a diagram.			

