



Name		Class of	
Science: Y6			
Statements	10	17	30 including all KPIs
Attainment	Year 6 Emerging	Year 6 Developing	Year 6 Secure

Working Scientifically- UKS2

Incert Assessment AT1

To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	To take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	To record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables scatter graphs, bar and line graphs	To use test results to make predictions to set up further comparative and fair tests	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
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Y6 science- 32 statements	
Biology	
Plants	I can describe the main processes, which occur at the different stages of the life cycle of a flowering plant.
Animals including humans	I can explain the functions of the heart, lungs and circulatory system.
	I can identify the different structures within blood: red blood cells, white blood cells, plasma and platelets.
	I can explain the purpose of blood in transporting nutrients within the body.
	I can identify ways in which diet, exercise, drugs and lifestyle can affect how the body functions.
	I can recognise what impact diet, exercise, drugs and lifestyle has on the human body.
Living things and habitats	I can explain how adapting to an environment over a period may lead to evolution.
	I understand the importance of the Linnaean system for classifying animals.
	I can describe how living things are classified into different groups: kingdom, phylum, class, order, family, genus and species.
	I can explain why living things are classified into groups according to observable characteristics and how they may be similar or different.
Evolution & Inheritance	I can recognise that fossils are formed from living things that have died.
	I can explain how fossils can provide information (type of animal, body structure) about living things from the past.
	I understand that the depth at which fossil was discovered determines the age of it.
	I can explain how adaptations which occurred over time may lead to evolution.
	I can recognise that living things produce offspring that inherit some traits from their parents.
	I can explain why offspring are not identical to their parents.
	I can explain why offspring will be of the same kind but normally vary.
	I can interpret the phrase 'survival of the fittest' in my own words making links to my understanding of evolution.
Chemistry	

Physics	
Electricity	I can explain what voltage means (voltage is a force that makes electricity move through a wire).
	I can explain what current means (current is the flow of electric charge, a current flow through a circuit when a voltage is present).
	I can recognise the symbols that represent the parts of a circuit (bulb, buzzer, motor, cell, wire, lamp, open switch, closed switch).
	I can use symbols when drawing a diagram of a circuit. Note: children are expected to learn only about series circuits, not parallel circuits.
	I understand that the brightness of a bulb or volume of a buzzer is related to the voltage of cells used in that circuit.
	I can compare and explain variations in how components function (brightness of bulbs, loudness of buzzer, on/off switches).
Light	I can explore how different light sources and conditions affect our ability to see (testing quality of light sources, altering darkness and using different materials).
	I can explain that objects are seen because they give out or reflect light into the eye.
	I can explain how different colours can be seen.
	I understand that light travels in straight lines.
	I can investigate the angles of incidence and reflection.
	I can investigate how refraction changes the direction in which light travels.
	I can investigate how a prism changes a ray of light.
	I can explain why shadows have the same shape as the object that casts them.