Science Year 6

Livings Things and their Habitats

- 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
- I can give reasons for classifying plants and animals based on specific characteristics

Electricity

- I can use symbols when drawing a simple circuit in a diagram
- I can associate the outcome of a circuit with a number and voltage of the cells used
- I can compare and give reasons for variations in how components function, including the brightness of bulbs, loudness of buzzers and the on/off positions of switches

Light

- I can explain that we see things because of the way light travels
- 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.
- 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
- I can recognise that light appears to travel in straight lines

Evolution and Inheritance

- I can recognise that living things have changed over time and that fossils provide information about things that lived on the Earth millions of years ago
- I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution

Working Scientifically

- I can use straight forward scientific evidences to answer questions of to support their findings
- I can take measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings where appropriate
- I can plan different types of scientific enquiry to answer questions including recognising and controlling variable where necessary
- I can use tests results to make predictions to set up further comparative and fair tests.
- I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs.
- I can report and present findings in oral and written forms such as displays and other presentations
- I can report and present findings from enquiries, including conclusions, casual relationships and explanations of results.

Animals including humans

- I can identify scientific evidence that has been used to support or refute ideas or arguments
- I can recognise the impact of diet, exercise, drugs and lifestyle on our bodies
- I can identify differences, similarities or changes related to simple scientific ideas and processes
- I can describe the ways in which nutrients and water are transported within animals, including humans
- I can identify the main parts of the human circulatory system and describe their functions