Science: Year 6 National Curriculum Programme of Study Statements
Working scientifically-
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
I can use test results to make predictions to set up further comparative and fair tests
I can report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
I can identify scientific evidence that has been used to support or refute ideas or arguments
Living 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
Animals, including humans
I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
I can describe the ways in which nutrients and water are transported within animals, including humans
Evolution and inheritance
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
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 adaptation may lead to evolution
Light
I can recognise that light appears to travel in straight lines
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 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.
Electricity
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