Science end of year expectations – **Year 6** – All, Most and Some

A) Working Scientifically	1. ALL: : I can plan enquiries, including recognising and controlling variables where necessary with support MOST: I can plan enquiries, including recognising and controlling variables where necessary SOME: I can plan enquiries, including recognising and controlling variables where necessary and explain my decisions. 2. All : I can take measurements, using a range of scientific equipment, with increasing accuracy and precision 3. ALL: I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models 4. ALL : I can report findings from enquiries, including oral and written explanations of results and draw conclusions with support. MOST: I can report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions. SOME: I can independently report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships and conclusions drawing on existing scientific knowledge. 5. ALL: I can present findings in written form, displays and other presentations. 6. ALL: I can use test results to make predictions to set up further comparative and fair tests. 7. ALL: I can use simple models to describe scientific ideas 8. ALL: I can identify scientific evidence that has been used to support or refute, ideas or arguments.
B) Living Things and Their Habitiats	1. ALL: I can compare different living things and classify them into groups using given similarities and characteristics. MOST: 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 SOME: I can independently classify into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals and explain my choices. 2. ALL: I can give reasons for classifying plants and animals based on specific characteristics.
C) Animals including Humans	1. ALL: I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood 2. ALL: I can explain the importance of a healthy lifestyle and describe some ways of achieving this. MOST: I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function SOME: I can explain the effects of poor lifestyle choices and the impact of diet, exercise, drugs and lifestyle on the way their bodies function

	3.	I can describe the ways in which nutrients and water are transported within animals, including humans.
D) Evolution and Inheritance	1. ALL: 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 2. ALL: I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3. ALL: I can suggest how specific examples of animals and plant have adapted to suit their environment. MOST: I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. SOME: I can explain how and why animals and plants have adapted to suit their environment.	
E) Light	1. ALL: 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 2. ALL: I can explain that light comes from sources, that we need light to see things and that darkness is the absence of light. MOST: 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 SOME: I can explain that we see things because light travels from light sources or objects to our eyes and how the different parts of the eye allow us to see. 3. ALL: 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.	
F) Electricity	1. ALL: I can make observations about the brightness of a lamp or the volume of a buzzer where the number of cells or the voltage varies. MOST: 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 SOME: I can predict and explain the outcomes of tests involving the brightness of bulbs or the loudness of a buzzer where the number and voltage of cells varies in tests I have set up. 2. ALL: 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 3. ALL: I can use recognised symbols when representing a simple circuit in a diagram.	