



# Willow Fields Primary School - Science Assessment 6

<p><b><u>Working scientifically</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions</li> <li>Recognise and control variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>Repeat readings where appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs</li> <li>Make predictions based on a question</li> <li>Set up further comparative and fair tests.</li> <li>Report and present findings from enquiries, including conclusions, causal</li> </ul>	<p><b><u>Living things and their habitats</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Describe how living things are classified into groups according to their characteristics</li> <li>Describe the similarities and difference between living things</li> <li>Classify living things based on their specific characteristics</li> <li>Give reasons for classifying plants and animals based on their special characteristics</li> </ul> <p><b><u>Animals including humans</u></b> <b><u>Children can -</u></b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system</li> <li>Label a diagram of the human circulatory system</li> <li>Describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in</li> </ul>	<p><b><u>Evolution and inheritance</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Recognise that living things have changed over time</li> <li>Explain how living things have changed over time</li> <li>Explain how fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>Recognise that living things produce off-spring of the same kind</li> <li>Explain how off-spring vary and are not identical to their parents.</li> <li>Identify how animals and plants are adapted to suit their environment in different ways</li> <li>Explain how animals adapt to their environment</li> <li>Discuss how adaptation may lead to evolution as the adaptations</li> </ul>	<p><b><u>Light-</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Recognise that light appears to travel in straight lines.</li> <li>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into our eyes</li> <li>Draw diagrams showing how light travels so that objects can be seen</li> <li>Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.</li> <li>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p><b><u>Electricity</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use recognised symbols when representing a simple circuit in a diagram</li> <li>Explain how the brightness of a lamp varies depending on the number of cells and the voltage of the circuit</li> <li>Explain how the volume of a buzzer varies depending on the number of cells and the voltage of the circuit</li> <li>Explain how switches work</li> <li>Draw a circuit using the correct symbols</li> <li>Create a circuit in which a bulb is made brighter by experimenting with the length of wires, number of cells etc</li> <li>Create a circuit in which a buzzer is made louder by experimenting with the length of wires, number of</li> </ul>



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<p>relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <ul style="list-style-type: none"><li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li><li>• Identify scientific evidence which does not support their findings</li></ul>	<p>which nutrients and water are transported within animals, including humans</p> <ul style="list-style-type: none"><li>• Describe how drugs and lifestyle choices have an impact on the way our bodies function</li></ul>	<p>become permanent</p>		<p>cells etc</p> <p><b><u>Scientists in history</u></b> <b><u>Children can -</u></b></p> <ul style="list-style-type: none"><li>• Investigate the work of different scientists in history</li><li>• Discuss the importance of the work of famous scientists</li><li>• Describe how the work of famous scientists has impacted on our lives</li><li>• Explain how the work of scientists in the past have found cures for diseases</li><li>• Investigate the work of a famous scientist and present their work in a range of forms</li><li>• Identify questions they would like to ask a famous scientist about their work</li></ul>
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