

Year 6 Tracking and monitoring sheet for Science knowledge and working scientifically



| I can statements in topic areas | |
|--|--|
| Changing Circuits | |
| 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 the 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. | |
| Classifying Organisms | |
| I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences using microorganisms, plants and animals. | |
| I can give reasons for classifying plants and animals based on specific characteristics. | |
| Healthy Bodies | |
| I can identify and name the main systems of the body. | |
| I can identify and name the main parts of the circulatory system, and describe the functions of the heart, blood vessels and blood as well as the respiratory system. | |
| I can recognise the impact of diet, exercise, drugs and lifestyle on the body. | |
| I have recapped the prior learning of the skeletal system (including muscles), and digestive system from previous years. | |
| Evolution and inheritance | |
| I can recognise that living things have changed over time and that fossils provide information about living things that lived millions of years ago. | |
| I can recognise that living things produce offspring of the same kind but that normally offspring are not identical to their parents. | |
| I can identify how animals and plants are adapted to suit their environment and that adaptation can lead to evolution. | |
| Living things and their Habitats (Classification) | |
| I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences. | |
| I can classify micro-organisms and plants too. | |
| I can give reasons for classifying plants and animals based on specific characteristics. | |

Working scientifically objectives

| |
|--|
| I can to explore ideas and ask my own questions about scientific phenomena. |
| I can set up a range of comparative and fair tests. |
| I can explain which variables need to be controlled and why |
| I can suggest improvements to my test, giving reasons. |
| I can decide what to observe, how long to observe for and whether to repeat them. |
| I can take accurate and precise measurements inc using N, km/h, m/sec |
| I can select equipment on my own and can explain how to use it accurately. |
| I can use keys and other information records to classify and describe. |
| I can develop my own keys and other information records to classify and describe. |
| I can identify changes related to scientific phenomena. |
| I can collect data and results of increasing complexity: scientific diagrams including labels, classification keys, tables, bar charts, line graphs. |
| I can to choose how best to present data. |
| I can to communicate findings using detailed scientific language. |
| I can to draw scientific conclusions using the results of an enquiry to justify my ideas. |
| I can to explain my conclusion using scientific knowledge and understanding. |
| I can to use my findings to inform predictions and set up further enquiries |
| I can to say if my results are reliable. |

| Working towards | Working at Expected | Working at GD |
|---|---|---|
| | | |
| Recommendations of how to support or develop these children | Recommendations of how to support or develop these children | Recommendations of how to support or develop these children |
| | | |