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| **Garden Suburb Junior School**  **Science**  **Year 6 National Curriculum Programme of Study Statements** |
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| **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 |