# Science Teacher Assessment Year 6

**Science EXS**

• To judge that a pupil is working at this standard in science, teachers need to have

evidence which demonstrates that the pupil meets all of the 'working scientifically'

statements and all of the 'science content' taught in the final year of the key stage.

## Working scientifically

The pupil can, using appropriate scientific language from the national curriculum:

• describe and evaluate their own and others' scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources

• ask their own questions about the scientific phenomena that they are studying, and select the most appropriate ways to answer these questions, recognising and controlling variables where necessary (i.e. observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests, and finding things out using a wide range of secondary sources)

• use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate

• record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

• draw conclusions, explain and evaluate their methods and findings, communicating these in a variety of ways

• raise further questions that could be investigated, based on their data and observations.

## Science content- Year 6 EXS

The pupil can:

• name and describe the functions of the main parts of the digestive,

musculoskeletal and circulatory systems; and describe and compare different reproductive processes and life cycles in animals.

• describe the effects of diet, exercise, drugs and lifestyle on how the body functions

• name, locate and describe the functions of the main parts of plants, including those

involved in reproduction and transporting water and nutrients

• use the observable features of plants, animals and micro-organisms to group,

classify and identify them into broad groups, using keys or other methods

• use the basic ideas of inheritance, variation and adaptation to describe how living

things have changed over time and evolved; and describe how fossils are

formed and provide evidence for evolution

• identify, with reasons, whether changes in materials are reversible or not

• use the idea that light from light sources, or reflected light, travels in straight lines

and enters our eyes to explain how we see objects, and the formation , shape and size of shadows

• describe the effects of simple forces that involve contact (air and water resistance,

friction), that act at a distance (magnetic forces, including those between

like and unlike magnetic poles), and gravity

• identify simple mechanisms, including levers, gears and pulleys, that increase the

effect of a force

• use simple apparatus to construct and control a series circuit, and describe how the

circuit may be affected when changes are made to it; and use recognised symbols

to represent simple series circuit diagrams