Science — I can Statements 6

Assessment group (* focus child):

Highlight secure statements only **autumn term = orange** **spring term = green** **summer term= yellow**

I can ask my own questions and plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	I can describe how living things are classified using keys or other methods into broad groups according to common observable characteristics including micro-organisms, plants and animals		I can recognise that light appears to travel in straight lines
I can record data and results using scientific diagrams, labels, tables, scatter, bar and line graphs and classification keys	I can describe how living things are classified using keys or other methods into broad groups based on similarities and differences including micro-organisms, plants and animals		I can explain that we see things because light travels from a light source to our eyes
I can raise further questions that could be investigated based on my data and observations	I can give reasons for classifying plants and animals based on specific characteristics		I can explain that objects are seen because they give out or reflect light into our eyes
I can draw conclusions from scientific enquiry	I can identify the main parts of the human circulatory system and can identify the functions of the heart, blood vessels and blood		I can use the idea that light travels in straight lines to explain why shadows have the same shape as the object that cast them
I can take accurate and precise measurements, using a range of scientific equipment taking repeat readings where necessary	I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions		I can associate the brightness of a lamp with the number and voltage of cells used in a circuit
I can explain and evaluate my methods and findings, communicating these in a variety of ways.	I can describe the ways in which nutrients and water are transported within animals, including humans		I can associate the volume of a buzzer with the number and voltage of cells used in a circuit
I can describe and evaluate my own and others' scientific ideas related to topics I have studied using evidence from a range or sources	I can recognise that living things have changed over time and that fossils provide information about living things on Earth millions of years ago		I can compare and give reasons for variations in how components in a circuit function including the brightness of bulbs, the loudness of a buzzer and the on/off position of the switch
I can report findings including causal relationships and explanations of and a degree of trust in results, oral and written	I recognise that living things produce offspring of the same kind, but they normally vary, not identical to their parents		I can use recognised symbols when representing a simple circuit diagram
	I can identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution		
Working Scientifically	**Biology – Living things and their habitats, Animals including humans, Evolution and inheritance**	**Chemistry**	**Physics – light, Electricity**

Overall Assessment

Date: Judgement:

WTS (working towards the expected standard); **EXS** (working at the expected standard);

GDS (working at greater depth within the expected standard)