

Year 5 & 6 Science Assessment Cycle 2

KS2 Working Scientifically	E	D	S	M	KS2 Scientific Knowledge	E	D	S	M
Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.					Autumn				
					Recognise that light appears to travel in straight lines.				
					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.				
					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.				
Takes measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.					Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.				
					Spring				
Records data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.					Can explain the effects of levers, pulleys and simple machines on movement.				
					Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect.				
Uses test results to make predictions to set up further comparative and fair tests.					Explain the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.				
					Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.				
Reports and presents findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.					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				
					Give reasons for classifying plants and animals based on specific characteristics.				
Identifies scientific evidence that has been used to support or refute ideas or arguments.					Recognise the impact of diet, exercise, drugs and lifestyle on the way human bodies function.				
					Summer				
Uses appropriate scientific vocabulary in their explanations.					Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.				
					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.				
					Use recognised symbols when representing a simple circuit in a diagram.				
					Understand different types of circuits and real life uses e.g. parallel , series, alarms (sensors and switches).				
					Describe the life process of reproduction in some plants and animals.				
					Describe the changes as humans develop to old age.				
					Can explain the changes experienced in puberty.				
					Describe the life process of reproduction of some animals (compare their gestation and life process to humans)				