



Year 6 Deeper Learning

I can identify and manage variables and recognises variables that cannot be easily managed.

I can suggest which type of enquiry is likely to be more successful at providing answers to a particular question.

Working Scientifically Planning

I can explain the advantages of using line graphs.

I can evaluate various ways of recording complex data.

I can explain why a labelled diagram may be particularly effective.

I can explain why repeatedly taking repeat readings is of little value.

I can evaluate different techniques, with reference to accuracy and precision.

I can recognise limitations of available equipment, e.g. accuracy of balance.

Working Scientifically Recording evidence

I can evaluate which further comparative or fair tests would be particularly useful.

I can suggest how factors other than evidence may support or oppose an idea.

I can, in conclusions, indicate, if appropriate, why the results may not be entirely trustworthy.

I can evaluate the best way of displaying and presenting key findings.

I can suggest possible limits to causal relationships.

Working Scientifically Findings and Conclusions

I can recognise that selective breeding may result in offspring with certain features, e.g. pedigree dogs with a certain shape or colour.

I can suggest possible reasons for changes to living things over time, e.g. why penguins can't fly but are good at swimming.

I can explain why other features are less useful as a basis for classification, such as size or colour.

I can explore why some living things, such as the duck billed platypus, don't neatly fit into one group.

Biology

I can compare the ways in which nutrients and water are transported in two animals that are quite different.

I can explain how decisions about lifestyle can affect the quality of life, e.g. recognise that making excessive use of convenience foods may introduce more additives into the diet.

I can explain some characteristics of the heart, blood vessels and blood, e.g. explain that the arteries are thicker because they carry blood at a higher pressure.

I can give examples of living things that have evolved in different ways, e.g. different types of finch.

Biology

I can design circuits using symbols.

I can explain the effect of changing the order of the components in a circuit.

I can relate the number or voltage of cells to the number and operation of bulbs or buzzers that can be run from them.

I can use a diagram to explain that although a shadow is the same shape as the object, it may not be the same size.

I can refer to the idea that some objects may be better reflectors than others.

I can draw diagrams using straight lines showing light reflecting off objects and into the eye.

I can recognise that even when light changes in direction, the path is still continuous.

Physics