



## Science Core Skills - Upper Key Stage 2

I can describe and evaluate my own and others' scientific ideas related to topics in the national curriculum, including ideas that have changed over time, using evidence from a range sources.	
I can use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.	
I can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	
I can draw conclusions, explain and evaluate my methods and findings, communicating these in a variety of ways.	
I can raise further questions that could be investigated, based on my data and observations and use tests results to make predictions.	
I can ask my own questions about the science I am 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)	
YEAR 5	YEAR 6
I can describe and compare different reproductive processes & life cycles in animals and describe the changes as humans develop to old age.	I can name and describe the functions of the main parts of the circulatory systems.
I can name, locate and describe the functions of the main parts of plants, including those involved in reproduction.	I can describe the effects of diet, exercise, drugs and lifestyle on how the body functions.
I can compare and group together everyday materials and give reasons, based on evidence for the particular uses of every day materials.	I can use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or other methods.
I can identify and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.	I can identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution.
I can describe the effects of simple forces that involve contact - air and water resistance, friction and gravity.	I can use the basic ideas of inheritance, variation and adaptation to describe how living things have changed over time and evolved and provide evidence for evolution.
I can identify simple mechanisms, including levers, gears and pulleys, that increase the effect of a force.	I can identify, with reasons, whether changes in materials are reversible or not.
I can describe the shapes and relative movements of the Sun, Moon, Earth and other planets in the solar system; and explain the apparent movement of the sun across the sky in terms of the Earth's rotation and that this results in day and night.	I can 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 that shadows have the same shape as their object.

	<p>I can 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.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------