**Science Assessment Year 6 2017-18**

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| **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Electricity** – investigating components and circuits and representing these using diagrams. | **Light** – recognise that light can be reflected & absorbed & enable us to see. Work of Isaac Newton. | **Circulatory system** Facts & figures about blood and the heart and how these function in the human body | **Evolution & Inheritance** – recognise that living things having changed over time, offspring vary from their parents, animals & plants adapt & evolve. | **Healthy lifestyles** – impact of diet, exercise, drugs & lifestyle on functioning of the body | **Properties & changes in materials** – investigating physical properties of materials, recognising reversible/irreversible changes. |
| Assessment focus:  Correct use of scientific vocabulary  Construct & control a series circuit  Identify pattern in relationship between voltage & brightness /volume (compare & explain variations in function of components – vary number of cells or components)  Record data & use recognised symbols to represent circuits in a diagram.  Assessment type:  Concept map / thought showers at beginning & end of topic (individual & group work)  Use of graphic organizers to draw analogy between electric circuit & central heating system  Predict, observe, explain – static investigations, functioning of circuits & components within them  Card sort – match components with image, word & symbol  Peer assessment – assessing construction & function of circuits made & represented in diagrams  Construction of Junkbot / torch using complete circuit that can be controlled (**D&T project**) | Assessment focus:  Know that light from light sources, or reflected light, travels in straight lines & into our eyes.  Planning & conducting investigations into formation, shape & size of shadows.  Record data & results using diagrams, tables & graphs.  Assessment type:  ‘Odd one out’ activity to distinguish light sources (& create own version)  Use of concept cartoons to assess understanding (individual & group work)  Predict, observe, explain – path of light, size/shape of shadows (group observation; written reports)  Labelled diagrams to represent the path of light – how we see an object & through a periscope -peer assessment  End of topic reflection on learning  Construction of periscope / pinhole camera applying learning (D&T project)  Rising Stars framework (6.3.1-4) & TAF | Assessment focus:  Name, locate & describe function of parts of the circulatory system.  Assessment type:  Written report on circulatory system including labelled diagrams.  Participation in ‘Circulation Game’ and explanations of processes & use of key vocabulary.  TAF statements / Rising Stars statements  Children’s own AfL including initial KWL | Assessment focus:  Describe how living things have changed over time & evolved using ideas of inheritance, variation & adaptation.  Describe how fossils are formed & provide evidence for evolution.  Use of key vocabulary  Ability to classify, group, identify, research using secondary sources  Assessment type:  Observations from TA & children’s own AfL – use of vocabulary, classifications, explanations  Matching images of fossil record & explaining differences over time  Fact files about animal & plant adaptions  TAF statements / Rising Stars statements | Assessment focus:  Recognise the impact of diet, exercise, drugs & lifestyle on the way their bodies function.  Assessment type:  Observations from TA & children’s own AfL  Observations & explanations of how exercise changes the body  Descriptions of how bodies can be affected by substances & actions  Explanations of how lifestyle decisions can affect quality of life  TAF statements / Rising Stars statements | Assessment focus:  Describe characteristics of different states of matter & explain / describe changes.  Identify & describe how to separate mixtures & solutions into components.  Describe what happens when dissolving occurs in everyday situations.  Identify & describe reversible / irreversible changes.  Assessment type:  AfL from observation / discussion & children’s self-assessment  News report on vanishing solids – newspaper or radio report  Sorting materials into solid, gas & liquid  TAF statements / Rising Stars statements |