

Name:	Class:	Year:	Stage 3	Stage 4	Stage 5	Stage 6
To demonstrate that they have met the standard, teachers will need to have evidence that a pupil demonstrates consistent attainment of <b>all</b> of the statements within the standard.						
<b>Working scientifically</b> The pupil can:						
1. describe and evaluate their own and other people’s scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.			1	1	1	1
2. ask own questions about the sci they’re studying, select/plan most approp ways to answer these or others questions, recog & control variables where necessary - inc observe changes /notice patterns, group/classify things, carry out comparative/fair tests, & find things out using a range of sec sources.					1 4	1 4
3. use a range of scientific equipment to take accurate and precise measurements or readings, with repeat readings where appropriate.					2	2
4. record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.			3	3	3	3
5. present findings and draw conclusions in different forms, and raise further questions that could be investigated, based on their data and observations.					5	5
6. use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate their methods and findings.			4	4		
<b>Science content</b> The pupil can:						
7. name, locate & describe the functions of the main parts of the digestive, musculoskeletal, & circulatory systems, & can describe & compare diff reproductive processes & life cycles, in animals.			12	10	7	10
8. describe the effects of diet, exercise, drugs and lifestyle on how their bodies function.						13
9. name, locate and describe the functions of the main parts of plants, including those involved in reproduction and transporting water and nutrients.			7- 10		8	
10. use the observable features of plants, animals and micro-organisms to group, classify and identify them into broad groups, using keys or in other ways.				7 8		7
11. construct and interpret food chains.				12		
12. explain how environmental changes may have an impact on living things.				9		
13. use the basic ideas of inheritance, variation & adaptation to describe how living things have changed over time and evolved; & describe how fossils are formed and provide evidence for evolution.			14			14
14. group & identify materials, inc rocks, in different ways according to their properties, based on 1 <sup>st</sup> - hand obs; & justify the use of different everyday materials for different uses, based on their properties.			13		10 11	
15. describe the characteristics of diff states of matter & group materials on this basis; & can describe how materials change state at diff temps, using this to explain everyday phenomena, inc water cycle.				13 14 15		
16. identify, and describe what happens when dissolving occurs in everyday situations; and describe how to separate mixtures and solutions into their components.					12 13 14	
17. identify, with reasons, whether changes in materials are reversible or not.					14 15	
18. 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 the formation, shape and size of shadows.			18 19			17 - 20
19. use the idea that sounds are associated with vibrations, and that they require a medium to travel through, to explain how sounds are made and heard.				16 17		
20. describe the relationship between the pitch of a sound and the features of its source; and between the volume of a sound, the strength of the vibrations and the distance from its source.				18 19		
21. describe the effects of simple forces that involve contact (air/water resistance, friction), & others that act at a distance (magnetic forces, including those between like/unlike magnetic poles; & gravity).			21 22 24		21 22 23	
22. identify simple mechanisms, including levers, gears and pulleys that increase the effect of a force.					24	
23. use simple apparatus to construct & control a series circuit, & describe how the circuit may be affected when changes are made to it; & use recognised symbols to rep simple series circuit diagrams.				21 22 23		21 - 24
24. describe shapes & relative movements of sun/moon/earth/other planets in solar system; & explain apparent movement of sun across sky in terms of earth’s rotation & that this results in day/night.					16 - 20	
Assessment judgements will draw on those that have been made earlier, regarding science content that has been taught before the final year of the key stage.						