

Science Assessment Grid : Rocks, Fossils and Soils : Year 3

Rocks, Fossils and Soils																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Do children know that rocks are used for a variety of purposes?																		
	Can children identify some common rocks?																		
	Can children identify rocks that are naturally occurring and those that are man-made?																		
Lesson 2	Can children suggest ways of grouping rocks according to their characteristics?																		
	Can children observe and compare rocks, and put them into different categories?																		
	Can children justify their choices and explain their decisions?																		
Lesson 3	Do children know what the terms 'erosion' and 'permeable' mean?																		
	Can children plan and carry out an experiment to compare rocks based on certain characteristics?																		
	Can children evaluate their results and draw conclusions?																		
Lesson 4	Can children use a variety of sources to find out information about rocks and their uses?																		
	Can children organise the information they have found out?																		
	Can children present the information they have found out clearly?																		
Lesson 5	Do children know that soil is made up of rocks and decaying organic matter?																		
	Do children know that there are different types of soil?																		
	Do children know that there are different layers of soil?																		
Lesson 6	Do children know that rocks move in a continuous cycle?																		
	Do children know what a fossil is?																		
	Can children explain how fossils are formed?																		
Lesson 7	Can children describe how fossils are formed?																		
	Can children identify a variety of common fossils?																		
	Do children know where fossils are more likely to be found and why?																		

Science Assessment Grid : Light and Shadow : Year 3

Light and Shadow																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Do children know that we need light in order to see things?																		
	Do children know that dark is the absence of light?																		
	Can children identify a variety of light sources?																		
Lesson 2	Can children define the difference between night and day?																		
	Do children know why the Sun rises and sets each day?																		
	Do children know that we need light to see and that darkness is the absence of light?																		
Lesson 3	Do children know that shadows are formed when light is blocked?																		
	Do children know the difference between objects that are transparent, translucent and opaque?																		
	Can children explore shadows using torches and express their findings?																		
Lesson 4	Do children know that shadows are formed when the light from a light source is blocked by a solid object?																		
	Can children use simple equipment to explore how shadows behave?																		
	Can children record findings using drawings and diagrams?																		
Lesson 5	Can children explain why shadows created by the Sun change position during the course of a day?																		
	Can children plan and carry out an investigation?																		
	Can children find patterns in the way the size of shadows change?																		
Lesson 6	Do children know that light travels in a straight line?																		
	Do children know that we need light in order to see?																		
	Do children know that we see when light is reflected from a surface?																		

Science Assessment Grid : How Plants Grow : Year 3

How Plants Grow																			
Group:		Year:		Term:															
Science																			
Lesson 1	Can children name the main parts of flowering plants?																		
	Can children explain the function of roots?																		
	Can children record findings and draw conclusions?																		
Lesson 2	Can children explain where plants get their water from?																		
	Can children name the parts of the plant that transport water?																		
	Can children plan and carry out simple investigations?																		
	Can children draw simple conclusions?																		
Lesson 3	Can children say what plants need to produce their own food?																		
	Can children explain the function of leaves in flowering plants?																		
	Can children start to explain some stages in the life cycle of flowering plants?																		
Lesson 4	Can children name the main parts of flowers?																		
	Can children describe the functions of the main parts of flowers?																		
	Are children able to describe one of the ways in which flowering plants reproduce?																		
	Do children know how and where seeds are formed in flowering plants?																		
Lesson 5	Can children explain why flowering plants need to disperse their seeds?																		
	Can children describe some ways in which seeds are dispersed?																		
	Can children identify how seeds are dispersed based on their appearance?																		
Lesson 6	Can children name the parts of a seed and describe their functions?																		
	Can children identify the parts of a seed?																		
	Do children know why seeds are an important food source for animals?																		

Science Assessment Grid : Health and Movement : Year 3

Health and Movement																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Do children know that humans get nutrition from what they eat?																		
	Can children identify and group a variety of foods?																		
	Can children recognise foods for growth and foods for energy?																		
Lesson 2	Do children know that humans need to eat to grow and move?																		
	Do children understand what is meant by the term 'balanced diet'?																		
	Can children identify and describe which food groups we should eat most of and which food groups we should eat least of?																		
Lesson 3	Do children know that different animals have different diets?																		
	Can children use secondary sources to find out about the diets of different animals?																		
	Can children recognise whether an animal is a herbivore, carnivore or omnivore?																		
Lesson 4	Can children pose questions that can be investigated?																		
	Can children gather data systematically?																		
	Can children present and evaluate the results of an investigation?																		
Lesson 5	Do children know that animals with a skeleton are called vertebrates?																		
	Can children identify different bones in the human skeleton?																		
	Can children compare bones in animal and human skeletons?																		
Lesson 6	Do children know the difference between vertebrates and invertebrates?																		
	Do children know that internal skeletons support and protect the body?																		
	Do children know how the bodies of invertebrates support and protect them?																		
Lesson 7	Do children know that muscles help us move?																		
	Do children know that muscles work in pairs to move different parts of the body?																		
	Do children know that some animals have strong muscles for particular purposes?																		

Group:

Year:

Term:

Science

Lesson 1

Can children explain what a force is?

Do children know that some forces need contact between two objects?

Can children identify pushes and pulls and explain the forces in action?

Lesson 2

Do children know that forces can be measured in newtons using a force meter?

Can children set up and carry out an investigation to explore how objects move on different surfaces?

Can children draw conclusions from their observations?

Lesson 3

Do children understand that a magnet does not need contact with an object for the force to be applied?

Can children explain what happens when the opposite poles of two magnets are placed close together?

Can children explain what happens when the same poles of two magnets are placed close together?

Lesson 4

Can children make and test predictions about whether materials are magnetic or not?

Can children make careful observations?

Can children group objects on the basis of whether or not they are magnetic?

Lesson 5

Can children name some uses for magnets?

Are children able to suggest ways in which magnets can be used to solve common problems?

Can children briefly describe how a compass works?

Science Assessment Grid : States of Matter : Year 4

States of Matter																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
Science																			
Lesson 1	Can children provide a definition of solid or liquid?																		
	Are children able to sort objects into solids and liquids?																		
	Can children explain why they have placed an object into either group?																		
Lesson 2	Can children name some of the properties of gases?																		
	Are children able to write a scientific definition of a gas?																		
	Can children use their scientific knowledge to draw conclusions about their experiment's results?																		
Lesson 3	Can children describe the difference between the particles in solids, liquids and gases?																		
	Can children describe what melting is?																		
	Can children describe what freezing is?																		
Lesson 4	Do children understand that different materials have different freezing/melting points?																		
	Can children use their research skills to find the melting points of less common materials?																		
	Can children evaluate an experiment's fairness and suggest improvements?																		
Lesson 5	Can children describe the process of evaporation?																		
	Can children give an everyday example of water evaporating?																		
	Can children describe a way to increase the rate of evaporation?																		
Lesson 6	Can children name each of the ways a material can change state?																		
	Are children able to describe condensation and when it happens?																		
	Can children create a diagram to help them explain condensation?																		
Lesson 7	Do children know what the water cycle is?																		
	Can children name the different stages of the water cycle?																		
	Do children know that evaporation and condensation are processes that can be reversed?																		

Science Assessment Grid : Changing Sound : Year 4

Changing Sound																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Do children know that sounds are made when objects or materials vibrate?																		
	Can children make careful observations?																		
	Can children draw conclusions about sounds from their observations?																		
Lesson 2	Do children know that vibrations from sound sources travel through different materials to the ear?																		
	Do children know sound can travel through solids, liquids and gases?																		
	Do children know that some materials allow sound to pass through them more easily than others?																		
Lesson 3	Do children know that sounds get fainter as the distance from the sound source increases?																		
	Can children carry out an investigation to explore what happens to sound as it gets further away?																		
	Can children draw conclusions and describe what they have found out?																		
Lesson 4	Can children name some of the reasons why preventing sound to travel is sometimes important?																		
	Can children plan a test to measure how well different materials muffle sound?																		
	Can children draw conclusions about which materials muffle sound the best?																		
Lesson 5	Do children know that the term 'pitch' describes how high or low a sound is?																		
	Can children recognise changes in pitch and identify high and low notes?																		
	Can children investigate different instruments and make generalisations about pitch?																		
Lesson 6	Do children know that the pitch of a stringed instrument depends on the length, thickness and tightness of the string?																		
	Can children suggest ways of testing what happens to the pitch of a string when you alter the length, tightness and thickness?																		
	Can children draw conclusions from their observations?																		
Lesson 7	Do children know that sounds can be made by air vibrating?																		
	Can children suggest ways to change the pitch of a sound made by air?																		
	Can children describe how to change the length of the air column vibrating to change pitch?																		

Science Assessment Grid : Living in Environments : Year 4

Living in Environments																			
Group:		Year:		Term:															
Science																			
Lesson 1	Do children know what a habitat is?																		
	Can children identify a variety of habitats?																		
	Do children know that animals live in habitats that are suited to their needs?																		
Lesson 2	Can children identify similarities and differences between similar organisms?																		
	Can children group animals and explain the criteria that has been used to sort them?																		
	Can children make careful observations to identify the characteristics of different organisms?																		
Lesson 3	Do children know that animals can be categorised into broad groups according to their characteristics?																		
	Can children use a classification key to help them identify which group an animal belongs to?																		
	Can children identify a variety of animals that are vertebrates, invertebrates, mammals, amphibians, insects, reptiles, fish and birds?																		
Lesson 4	Can children use a classification key to identify unfamiliar animals?																		
	Can children use close observations to identify an animal's characteristics?																		
	Can children create their own classification keys to help identify an animal?																		
Lesson 5	Can children group a variety of plants according to their characteristics?																		
	Can children use a classification key to identify plants?																		
	Can children use other sources to help them identify a variety of local plants?																		
Lesson 6	Do children know how one change in a habitat can affect all the organisms within that environment?																		
	Can children list positive ways in which humans can impact the environment?																		
	Can children list negative ways in which humans can impact the environment?																		

Science Assessment Grid : Eating and Digestion : Year 4

Eating and Digestion																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Can children explain why all animals, including humans, need to eat?																		
	Can children identify animals that are carnivores, herbivores and omnivores?																		
	Can children classify animals according to their diet?																		
Lesson 2	Do children know what the terms 'producer' and 'consumer' mean in relation to food chains?																		
	Can children interpret food chains?																		
	Can children construct food chains?																		
Lesson 3	Can children identify the different types of human teeth?																		
	Do children know that the shape of teeth make them useful for different purposes?																		
	Can children suggest reasons why animals might have different types of teeth?																		
Lesson 4	Do children know that humans have two sets of teeth during their lifetime?																		
	Can children explain why it is important to look after teeth?																		
	Can children describe ways in which people can make sure their teeth stay healthy?																		
Lesson 5	Can children ask relevant questions?																		
	Can children use different sources of information to find the answers to questions they have asked?																		
	Can children name some of the organs associated with the digestive system?																		
Lesson 6	Can children name the organs associated with the digestive system?																		
	Can children describe the basic functions of the organs associated with the digestive system?																		
	Can children describe the process of digesting food?																		

Circuits and Conductors Assessment Grid : Year 4 : Science

Circuits and Conductors																			
<div>Group:</div> <div>Year:</div> <div>Term:</div>																			
Science																			
Lesson 1	Are children able to identify common appliances powered by electricity?																		
	Can children say what we use electricity for and why it is important?																		
	Are children able to describe electricity as a form of energy?																		
Lesson 2	Can children explain some of the dangers of electricity?																		
	Are children able to explain the difference between battery and mains electricity?																		
	Are children able to say how they can stay safe around electricity?																		
Lesson 3	Can children label the components of a circuit?																		
	Are children able to construct simple circuits?																		
	Can children make observations about simple circuits?																		
Lesson 4	Can children set up a fair test?																		
	Can children make predictions about whether a material is a conductor or insulator?																		
	Are children able to say whether a material is a conductor or insulator?																		
Lesson 5	Can children create a simple circuit with a switch?																		
	Are children able to create a simple, functioning device which uses electricity?																		
	Can children troubleshoot and solve problems with their circuit?																		

Science Assessment Grid : Properties and Changes of Materials : Year 5

Properties and Changes of Materials																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Do children understand the terms 'dissolve', 'soluble', 'insoluble' and 'solution'?																		
	Can children make and explain their predictions about soluble and insoluble materials?																		
	Can children conduct a fair test involving soluble and insoluble materials?																		
Lesson 2	Do children know what the terms soluble and insoluble mean?																		
	Do children know that evaporation can be used to separate soluble materials from water?																		
	Do children know that filtering can be used to separate insoluble materials from water?																		
Lesson 3	Do children know that when some materials are mixed together they cannot be separated again?																		
	Do children know that when an irreversible change takes place a new substance is produced?																		
	Do children know how to tell if the new substance produced is a gas?																		
Lesson 4	Do children know that heating and cooling materials can cause them to change?																		
	Can children recognise reversible and irreversible changes caused by heating and cooling?																		
	Can children explain how to reverse a change caused by heating or cooling?																		
Lesson 5	Do children know that new materials are formed when materials are burned?																		
	Can children describe what happens when a candle burns?																		
	Can children identify and assess hazards associated with burning materials?																		
Lesson 6	Can children describe everyday materials according to their properties?																		
	Can children compare and group everyday materials according to their properties?																		
	Can children explain why some everyday materials are useful due to their properties?																		
Lesson 7	Can children list and explain some of the different properties that materials can have?																		
	Do children understand that the properties materials have can affect how they are used/what they are used for?																		
	Can children explain why a certain material has been chosen for a specific purpose, based on its properties?																		

Science Assessment Grid : Earth and Space : Year 5

Earth and Space																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Can children describe the Sun, Earth and Moon's shape as roughly spherical?																		
	Are children able to clearly define the word orbit?																		
	Can children describe the Sun, Earth and Moon's movements in relation to one another?																		
Lesson 2	Can children explain how the rotation of Earth on its axis creates day and night?																		
	Can children explain the apparent movement of the Sun across the sky?																		
	Can children identify how long it takes Earth to make a full rotation?																		
Lesson 3	Can children describe the different changes that happen between seasons?																		
	Can children use Earth's tilted axis to explain how seasons are created?																		
	Can children describe the differences in seasons between two locations in opposite hemispheres?																		
Lesson 4	Can children name the different phases of the Moon?																		
	Are children able to order the phases of the Moon?																		
	Can children describe how the phases of the Moon are created?																		
Lesson 5	Are children able to define what a solar system is?																		
	Can children explain the differences between geo- and heliocentric models of the solar system are?																		
	Can children compare the ideas of the solar system we know now, with those held by Ptolemy and Copernicus?																		
Lesson 6	Can children name the eight planets in our solar system?																		
	Are children able to name the eight planets in order from nearest to farthest from the Sun?																		
	Can children use researching skills to find relevant information on a topic?																		

Science Assessment Grid : Life Cycles : Year 5

Life Cycles																			
<div>Group: <input type="text"/></div> <div>Year: <input type="text"/></div> <div>Term: <input type="text"/></div>																			
Science																			
Lesson 1	Can children name and describe the functions of the main parts of flowers?																		
	Can children describe the life process of sexual reproduction in flowering plants?																		
	Can children identify and label the parts of flowers?																		
Lesson 2	Do children understand what asexual reproduction is?																		
	Can children explain some ways in which plants reproduce asexually?																		
	Can children describe the life cycles of some asexually reproducing plants?																		
Lesson 3	Can children define some of the ways in which sexual reproduction in animals occurs?																		
	Can children compare species that reproduce in different ways and consider reasons why?																		
	Can children record data using scientific graphs and/or diagrams?																		
Lesson 4	Can children describe the conditions in a local environment as well as other environments around the world?																		
	Can children establish causal links between the life cycle of animals and their environment?																		
	Can children compare the life cycles of animals living in different environments?																		
Lesson 5	Using scientific vocabulary, can children explain some of the ways in which different animals reproduce?																		
	Can children compare the life cycles and methods of reproduction of different animals?																		
	Are children able to give reasons for the differences between life cycles of different animals?																		
Lesson 6	Do children understand what naturalists do?																		
	Can they explain why the work of naturalists is important?																		
	Can children give reasons why secondary sources of scientific evidence cannot always be trusted?																		

Science Assessment Grid : Changes and Reproduction : Year 5

Changes and Reproduction																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Can children name the main stages in the life cycle of humans?																		
	Can children correctly order the main stages?																		
	Can children broadly define the age ranges for each of the main stages?																		
	Can children explain some of the physical changes that occur at different stages in the life cycle of humans?																		
Lesson 2	Can children describe the main stages of gestation in humans?																		
	Can children explain how embryos and fetuses grow and develop in the womb?																		
	Can children define and use key vocabulary to describe gestation in humans?																		
Lesson 3	Can children describe the needs of a newborn baby?																		
	Can they compare the needs of a human baby to those of other mammals?																		
	Can they describe the stages of development that occur during childhood?																		
	Can they describe how the needs of humans change at different points in their life cycle?																		
Lesson 4	Can children explain the initial changes that occur inside and outside the body at the start of puberty?																		
	Can children correctly identify the parts of the body that change during puberty?																		
	Can children explain in simple terms the role played by hormones in the growth of humans and other animals?																		
Lesson 5	Can children remember some of the initial changes during puberty?																		
	Can children explain some of the ways in which boys' and girls' bodies start to differ during puberty?																		
	Can children suggest some ways in which teenagers can look after themselves and stay fit and healthy during puberty?																		
Lesson 6	Can children explain some ways in which the body changes during old age?																		
	Can children describe some ways in which older people can stay fit and healthy?																		

Science Assessment Grid : Forces in Action : Year 5

Forces in Action																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Can children explain why objects fall towards the centre of the Earth?																		
	Do children understand the causal link between the mass of an object and the amount of force with which gravity acts on it?																		
Lesson 2	Can children define friction?																		
	Do children know that friction can be useful and give some examples?																		
	Can children carry out an investigation, making sure that it is a fair test?																		
Lesson 3	Do children know that air resistance is a force that slows objects moving through the air?																		
	Can children plan, carry out and assess experiments to investigate air resistance?																		
	Can children draw conclusions from their investigations?																		
Lesson 4	Do children know that water resistance slows an object moving through water?																		
	Can children plan and carry out an experiment, making sure it is a fair test?																		
	Can children identify trends in results and draw conclusions?																		
Lesson 5	Do children recognise that levers and pulleys allow a small force to have a greater effect?																		
	Can children make and improve models that use pulleys or levers?																		
	Can children explore the effects of changing parts of their model?																		
Lesson 6	Do children recognise that the speed or amount of force transmitted is affected by changing the size of the gears in a transmission?																		
	Can children make transmissions where two or more gears work together?																		

Science Assessment Grid : Healthy Bodies : Year 6

Healthy Bodies																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Can children describe some examples of how doctors in the past tested ideas about food and diet?																		
	Do children know how these tests in the past have affected our ideas about healthy eating today?																		
	Do children know that in order to be healthy we need a balanced diet which includes different food groups?																		
Lesson 2	Can children name some of the different food groups?																		
	Do children know which types of foods are included in different food groups?																		
	Do children know why each different food group is important for a healthy lifestyle?																		
Lesson 3	Do children know that the circulatory system transports blood and nutrients to the different parts of the body?																		
	Can children describe how the circulatory system works?																		
	Can children record their own resting pulse rate accurately?																		
Lesson 4	Can children describe the functions of the heart?																		
	Can children investigate how the heart is affected through exercise and draw conclusions?																		
	Do children know that hearts need to have exercise to stay healthy?																		
Lesson 5	Do children know that muscles work in pairs to move different parts of the skeleton?																		
	Do children know that when muscles exercise they need an increased flow of blood because the muscles are working harder?																		
	Can children explain why their pulse rate increases when they exercise?																		
Lesson 6	Do children know that drugs affect the way the mind or body works?																		
	Do children know that some drugs are beneficial even though they may have unpleasant side-effects?																		
	Are children aware of some of the negative effects of tobacco and alcohol on the body?																		
Lesson 7	Can children describe the impact that diet has on the body?																		
	Can children describe why exercise is important for a healthy lifestyle?																		
	Can children describe the harmful effects some drugs can have on the body?																		

Science Assessment Grid : Seeing Light : Year 6

Seeing Light																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Are children able to identify light sources and describe how light travels?																		
	Can children use their knowledge of how light travels to explain how a shadow is created?																		
	Can children explain why a shadow takes the shape of the object casting it?																		
Lesson 2	Can children give a clear, scientific description of translucent, transparent and opaque and how this property affects an object's shadow?																		
	Are children able to describe and explain how an object's shadow can be manipulated?																		
	Can children make informed conclusions from their investigations?																		
Lesson 3	Can children name the parts of the eye?																		
	Can children describe what the main parts of the eye do to help us see?																		
	Do children understand that without light, we cannot see?																		
Lesson 4	Can children name the parts of the eye and briefly describe what the main parts do?																		
	Can children complete a diagram to show how light allows us to see an object?																		
	Do children understand that all objects reflect an amount of light?																		
Lesson 5	Can children give a scientific definition of the word 'reflect'?																		
	Do children understand that the angle of incidence is equal to the angle of reflection?																		
	Can children think of examples of how angled mirrors can be used in different ways?																		
Lesson 6	Can children give a brief description of what happens to light when it's refracted?																		
	Are children able to differentiated between if an object will reflect or refract light?																		
	Can children give some examples of objects which use refraction in a useful way?																		
Lesson 7	Do children understand that white light can be split into a spectrum of seven colours?																		
	Are children able to name the seven colours that light can be split into?																		
	Can children explain how the light is refracted based on the colours' wavelengths?																		

Science Assessment Grid : Classifying Organisms : Year 6

Classifying Organisms																			
Group: <input type="text"/>		Year: <input type="text"/>		Term: <input type="text"/>															
Science																			
Lesson 1	Do children know that organisms can be grouped according to their characteristics?																		
	Can children describe the characteristics of different classifications of animals?																		
	Can children match animals to their group according to their characteristics?																		
Lesson 2	Can children classify organisms according to broad characteristics?																		
	Can children find ways to distinguish between organisms that are similar?																		
	Can children use appropriate scientific vocabulary to describe organisms and their features?																		
Lesson 3	Do children know that plants can be sorted into groups according to their characteristics?																		
	Can children explain the difference between vascular and non-vascular plants?																		
	Can children explain the difference between flowering and non-flowering plants?																		
Lesson 4	Do children know who Carl Linnaeus is and how he contributed to science?																		
	Do children know that animals can be assigned to specific groups based on their characteristics?																		
	Can children give reasons for why classification systems are important?																		
Lesson 5	Do children know what micro-organisms are?																		
	Do children know that micro-organisms can be classified into groups?																		
	Do children understand that some micro-organisms can be harmful and others can be helpful?																		
Lesson 6	Can children identify a variety of different organisms found in their local environment?																		
	Can children classify a variety of organisms appropriately?																		
	Can children use a variety of sources of information to identify organisms they are unfamiliar with?																		

Science Assessment Grid : Evolution and Inheritance : Year 6

Evolution and Inheritance																			
<div>Group:</div> <div>Year:</div> <div>Term:</div>																			
Science																			
Lesson 1	Do children recognise that animals produce offspring that are like themselves?																		
	Can children explain why variation in offspring occurs?																		
Lesson 2	Can children describe the conditions of an environment?																		
	Can children identify characteristics which help an organism to be well suited to its environment?																		
	Do children understand why different organisms in the same environment may have different characteristics?																		
Lesson 3	Do children know that not all inherited characteristics are advantageous?																		
	Can children explain why advantageous characteristics are more likely to be passed from generation to generation?																		
	Do children understand that whole species can evolve in this way?																		
Lesson 4	Do children know that our understanding of process of evolution has developed over time?																		
	Can children share what they have learned about the process of evolution?																		
	Can children share what they have learned about the life and work of Charles Darwin?																		
Lesson 5	Do children understand that a species can change over time due to mutations?																		
	Do children understand that a species can change over time due to external factors such as competition from other species, disease or climate change?																		
Lesson 6	Do children know that primate species (including humans) have changed over time?																		
	Can children explain some ways in which human behaviour has changed the characteristics of other species?																		
	Can children identify positive and negative consequences of this human behaviour?																		

Science Assessment Grid : Changing Circuits : Year 6

Changing Circuits																			
Group:		Year:		Term:															
Science																			
Lesson 1	Can children distinguish the differences between static and current electricity?																		
	Can children describe what electrical charge is?																		
	Can children give an example of where static electricity might be generated?																		
Lesson 2	Do children know what the main components of a circuit are?																		
	Do children recognise what the difference between a series and a parallel circuit is?																		
	Can children draw and/or construct working circuits?																		
Lesson 3	Do children know why symbols are used to draw circuit diagrams?																		
	Can children recognise the symbols for various common circuit components?																		
	Can children use conventional circuit symbols to draw and/ or construct circuits?																		
Lesson 4	Do children know that the brightness of a bulb or the speed of a motor can be changed in a circuit?																		
	Do children know that the brightness of a bulb or speed of a motor depends on how much power is supplied to each component?																		
	Do children know that bulbs and motors will blow out if too high a voltage is used?																		
Lesson 5	Do children know that the brightness of the bulb in a circuit can be altered by changing the wires?																		
	Can children suggest questions to investigate, decide what to do and what equipment to use to test the question?																		
	Can children make fair comparisons and draw conclusions from their results?																		
Lesson 6	Can children design a simple circuit for a purpose?																		
	Are children able to build a working circuit for a purpose?																		
	Can children use their knowledge of circuits and components such as switches to create more complex circuits?																		