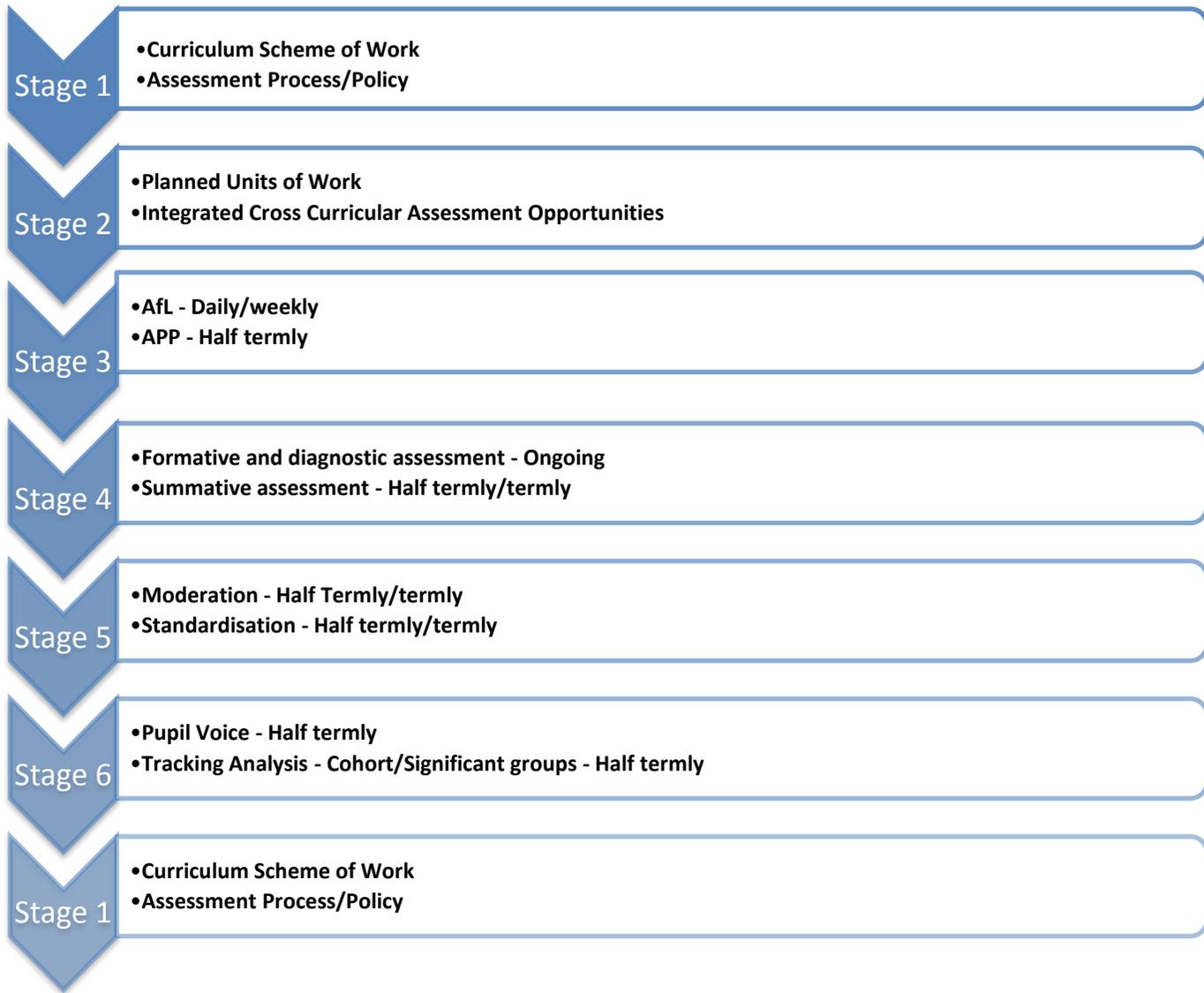


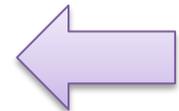
An Daras Multi Academy Trust

Assessing Pupil Progress – Science (Y6)

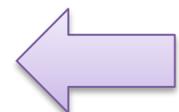
Integrated Curriculum Scheme of Learning - 2016	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Science
Year Group:	Year 6
Agreed and Approved:	January 2016
Leader Review Date:	January 2017
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 15 Science Scheme of Learning 15 ADMAT Non-Negotiable 14 Progression Frameworks for Science Science Policy 15



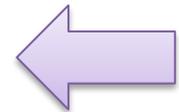
- Reviewed annually
- Curriculum Policy
- DfE Guidance
- Pupil Outcomes



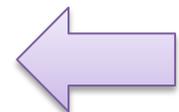
- Reviewed Termly
- Cross Curricular evidence



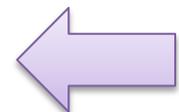
- Marking
- Rich Evidence
- Standardisation Tasks



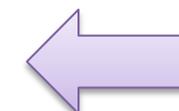
- Analysis
- I Track
- 85% on track ARE



- Within school
- Across MAT
- Practical exemplars



- Within school
- Across MAT
- Practical Exemplar
- Feeds into planned units of work



- Reviewed annually
- Curriculum Policy
- DfE Guidance
- Pupil Outcomes



ADMAT/ARE Year 6 Science		Pupil Name: Class Teacher:	Term 1	Term 2	Term 3	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding								
A/Working scientifically			B/Biology				C/Chemistry				D/Physics				
A1. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary			B1. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals								D1. Recognise that light appears to travel in straight lines				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A2. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate			B2. Give reasons for classifying plants and animals based on specific characteristics								D2. Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A3. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs			B3. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood								D3. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A4. Use test results to make predictions to set up further comparative and fair tests			B4. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function								D4. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them				
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A5. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and			B5. Describe the ways in which nutrients and water are transported within animals, including humans								D5. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit				

written forms such as displays and other presentations															
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
A6. Identify scientific evidence that has been used to support or refute ideas or arguments				B6. Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago								D6. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
				B7. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents								D7. Use recognised symbols when representing a simple circuit in a diagram			
				EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4
				B8. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution											
				EM 1	TI 2	EXP 3	EXC 4								