OBJECTIVES and CHILD SPEAK TARGETS

SCIENCE Key Stage 2 Year 5, 6

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y5,6	Working Scientifically			
KS 2 Y5,6	Working Scientifically	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	*I can plan scientific experiments to answer questions, including listing the variables in the test and stating which one variable will remain constant.*	
KS 2 Y5,6	Working Scientifically	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	*I take measurements very accurately and repeat my measurements to improve my accuracy too.*	
KS 2 Y5,6	Working Scientifically	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	*I can use and explore a range of graphs and charts such as scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.*	
KS 2 Y5,6	Working Scientifically	Using test results to make predictions to set up further comparative and fair tests.	*I look at experiment test results and make predictions to answer further scientific questions or refine tests to make them fairer.*	
KS 2 Y5,6	Working Scientifically	Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	*I can explain my conclusions in detail using a report or graph to describe the key evidence to support my answers and highlight the specific causes of the outcomes of my experiment.*	
KS 2 Y5,6	Working Scientifically	Identifying scientific evidence that has been used to support or refute ideas or arguments.	*I support an argument using specific scientific evidence.*	

SCIENCE Key Stage 2 Year 6

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y6	Living Things Habitats			
KS 2 Y6	Living Things Habitats	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.	*I can describe the groups I classify living things into.*	
KS 2 Y6	Living Things Habitats	Give reasons for classifying plants and animals based on specific characteristics.	*I can describe why I classify plants and animals in certain ways.*	
KS 2 Y6	Animals			
KS 2 Y6	Animals	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	*I can describe and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.*	
KS 2 Y6	Animals	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	*I know that good and bad diet, exercise, drugs and lifestyle all have an effect on how the body functions.*	
KS 2 Y6	Animals	Describe the ways in which nutrients and water are transported within animals, including humans.	*I know how nutrients and water are transported within animals, including humans.*	
KS 2 Y6	Evolution			
KS 2 Y6	Evolution	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	*I understand that living things have changed over time and that fossils show us the types of animals that lived millions of years ago.*	
KS 2 Y6	Evolution	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	*I know that living things have babies but each baby is similar but not identical to their parents.*	
KS 2 Y6	Evolution	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	*I know that animals and plants have adapted or evolved to suit the environment they live in.*	
KS 2 Y6	Light			
KS 2 Y6	Light	Recognise that light appears to travel in straight lines.	*I know light travels in straight lines.*	
KS 2 Y6	Light	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.	*I know we can see objects because the light from the object or reflected from the object travels into the eye.*	
KS 2 Y6	Light	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.	*I can draw light lines from an object into the eye to show how we see.*	
KS 2 Y6	Light	Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	*I can show that light causes shadows that are smaller or larger shapes of the original object.*	

KS 2 Y6	Electricity			
KS 2 Y6	Electricity	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.	*I know a lamp is brighter and a buzzer is louder if the voltage of battery used is higher.*	
KS 2 Y6	Electricity	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.	*I can describe how a circuit functions, including the brightness of bulbs and the loudness of buzzers based on the way a circuit is built and the on/off position of switches.*	
KS 2 Y6	Electricity	Use recognised symbols when representing a simple circuit in a diagram.	*I can draw a circuit diagram using circuit symbols for lights, wires, switches and other parts.*	