

Gap Analysis Report

Y6 - All Pupils (121 pupils)

Year 6 Summer 2

Spoken Language

Band 5	Band 6
I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume	I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	I can discuss and evaluate how authors use language, including complex figurative language, considering the impact on the reader
I can ask questions to improve my understanding	I can ask specific reasoned questions to improve my understanding
I can identify and discuss themes and conventions in and across a wide range of writing	I can identify and discuss themes and conventions in and across a wide range of writing with reasoning
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning
I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and whole class, maintaining a focus on the topic and using notes where necessary
I can perform my own compositions, using appropriate intonation, volume, and movement so that the meaning is clear	I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear

Reading: Word Reading

Band 5	Band 6
I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list	I can read aloud and understand the meaning of the words on the Year 5/6 list

Reading: Comprehension

Band 5	Band 6
I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research
I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions	I can read, enjoy and understand a wide range of books, including from our literary heritage and books from other cultures and traditions
I can write or give a detailed book review including reasons why I would recommend the book	I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing
I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts	I can discuss and compare themes, structures, issues, characters and plots within a book and between different books
I can discuss and compare events, issues and characters within a book	I can read, understand and learn from a wide range of poetry and can learn longer poems by heart
I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and make the meaning clear	I can read whole books, including novels, with confidence
I can understand what I am reading by checking that the book makes sense and finding the meaning of words from the context	I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views
I can ask sensible and interesting questions about the texts to help me understand them more	I can understand how language, structure and presentation contribute to meaning of a text

I can pronounce mathematical vocabulary correctly	I can pronounce mathematical vocabulary correctly and confidently
I can know and use the vocabulary of prime numbers, prime factors and composite numbers	I can use the whole number system, including saying, reading and writing numbers accurately
I can use and understand the terms factor, multiple and prime, square and cube numbers	I can describe the properties of shapes and explain how unknown angles and lengths can be derived from known measurements
I can identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language	I can describe positions on the full coordinate grid (all four quadrants)
I can report and present 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 report and present findings and evidence 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 use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas and talk about how scientific ideas have developed over time	I can use relevant scientific language and illustrations to discuss, communicate and justify my scientific ideas, separating opinion from fact, and talk about how scientific ideas have developed over time

I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text	I can talk about how authors use language, including figurative language and the impact it has on the reader
I can predict what might happen in increasingly complex texts by using evidence from the text	I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning
I can talk about why authors use language, including figurative language, and the impact it has on the reader	I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation
I can tell the difference between statements of fact and opinion	I can fully explain my views with reasons and evidence from the text
I can find and write down facts and information from non-fiction texts	
I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously	

Writing:
Transcription - Spelling

Band 5	Band 6
I can spell word endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious	I can add suffixes beginning with vowel letters to words ending in -fer e.g. referring, preferred, referee, preference
I can spell word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial	I can use prefixes involving the use of a hyphen e.g. co-ordinate, re-enter
I can spell words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. transparent/transparency, tolerant/tolerance	I can distinguish between words which sound the same but have different meanings and other words which are often confused e.g. lose/loose
I can spell words ending in -able and -ible also -ably and -ibly e.g. adorable, possible, adorably, possibly	I can use dictionaries to check the spelling and meaning of words
I can spell words containing the letter-string 'ough' e.g. bought, rough, through, bough	I can spell most words correctly including words that are often misspelt
I can spell some words with 'silent' letters e.g. knight, psalm, solemn	I can use a dictionary to check the spelling of less common or interesting words I want to use
I can spell some more complex words correctly including words that are often misspelt	I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically
I can use knowledge of root words, prefixes and suffixes in spelling and understand that the spelling of some words needs to be learnt specifically	I can use a thesaurus with confidence
I can use the first three or four letters of a word to check	

Writing:
Transcription - Handwriting

Band 5	Band 6
I can write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters	I can write legibly, fluently and with increasing speed, deciding whether or not to join specific letters
I can write increasingly legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task	I can write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task

Writing:
Composition

Band 5	Band 6
I can plan my writing by identifying the audience for and purpose of the writing, using other similar writing as models for my own work	I can change my writing to fit the audience and change the language and sentence length for the purpose
I can plan my writing by noting down and developing my initial ideas, drawing on reading other writing where necessary	I can plan my writing by recording my first thoughts and building on those ideas using what I have read or need to find out about as necessary
I can plan my writing of narratives by considering how authors have developed characters and settings in what the class have read, heard and seen in other stories, plays or films	I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films
I can draft and write by selecting the correct grammar in my writing. I can use the following punctuation correctly in my work. A . ? ! , ' () -	I can write effectively for a range of purposes and audiences, independently using ideas from my own reading
I can write pieces describing settings, characters and atmosphere and include speech that helps picture the character and their personality or mood	I can use grammar and vocabulary which is suited to the purpose of my writing
I can draft and write by summarising longer passages	I can write pieces describing settings, characters and atmosphere
I can draft and write by using words such as then, after that, this, firstly, to build connections in a paragraph	I can include dialogue in my writing to convey character and advance the action
I can draft and write by linking ideas across paragraphs using adverbials of time e.g. later, place, e.g. nearby and number, e.g. secondly or tense choices e.g. he had seen her before	I can draft and write by accurately précisising longer passages
I can set out my work correctly and use	I can use different techniques to make my

spelling, meaning or both of these in a dictionary
I can use a thesaurus

headings, bullet points, underlining depending on the purpose of my writing e.g. letter, leaflet, information text, instructions	writing flow and link paragraphs
I can use different verb forms with consideration for the audience and purpose	I can set out my work using headings, sub-headings, columns, tables or bullet points to structure the text and to guide the reader
I can give feedback on and improve my own writing and my classmates' writing	I can give reasoned feedback on mine and others' work to improve it
I can give feedback on and edit vocabulary, grammar and punctuation to make writing clearer	I can give reasoned feedback on a text and suggest changes to vocabulary, grammar and punctuation to make the meaning clearer
I can mark and edit work to have the correct tense throughout	I can mark and edit work to have the correct tense throughout
I can mark and edit work to have the correct subject and verb agreement	I can mark and edit work to have the correct subject and verb agreement
I can read work looking for spelling errors and correct them using a dictionary	I recognise differences between the language of speech and writing and can choose sensibly
I can proof read for punctuation errors including the use of brackets and other devices such as commas or hyphens used for the same purpose	I can read work looking for spelling errors and correct them using a dictionary
I can perform my own work to a group with some confidence changing the tone and volume of my voice to make the meaning clear	I can proof-read for punctuation errors, including use of semi-colons, colons, dashes, punctuation of bullet points in lists, use of hyphens
	I can confidently perform my own work to a group and make sure it sounds interesting, controlling the tone and volume so that its meaning is clear

Writing:
Vocabulary, Grammar and Punctuation

Band 5	Band 6
I can change nouns or adjectives into verbs by adding suffixes such as -ate, -ise, -ify e.g. elasticate, standardise, solidify	I can change the vocabulary to suit the purpose such as using formal and informal language appropriately in my writing
I can understand verb prefixes e.g. dis-, de-, mis-, over-, and re-	I can understand how words are related by meaning as synonyms and antonyms
I can add information to my sentences using relative clauses starting with: who, which, where, when, whose, that or by missing out the pronoun	I can use the passive to affect the presentation of information in a sentence
I can indicate degrees of possibility using adverbs e.g. perhaps, surely or modal verbs e.g. might, should, will, must	I can understand the difference between structures typical of informal speech and structures appropriate for formal speech and writing
I can use devices to build cohesion within a paragraph e.g. then, after that, this, firstly	I can manage shifts in formality by using a range of formal and informal vocabulary and grammatical structures consistently and effectively to match particular audiences and purposes.
I can link ideas across paragraphs using adverbials of time e.g. later, place e.g. nearby and number e.g. secondly or tense choices e.g. he had seen her before	I can link ideas within and across paragraphs using a wide range of cohesive devices such as repetition of a word or phrase, grammatical connections and ellipsis
I can use brackets and can also use dashes or commas for the same purpose	I can use layout devices such as headings, sub-headings, columns, bullets, or tables, to structure text
I can use commas to make my writing clear to the reader	I can use the semi-colon, colon and dash to mark the boundary between independent clauses and in lists e.g. It's raining; I'm fed up
I can understand the following terms: modal verb, relative pronoun; relative clause; parenthesis, bracket, dash; and cohesion,	I can use the colon to introduce a list and use semi-colons within lists

Mathematics:
Number - Number and Place Value

Band 5	Band 6
I can read, write, order and compare numbers to at least 1,000,000 (one million) and say the value of each digit	I can read, write, order and compare numbers to at least 10,000,000 (ten million) and say the value of each digit
I can keep multiplying a number by 10 or 100 up to 1,000,000 and count back	I can round any number to a required degree of accuracy
I can use negative numbers in context when looking at temperature or money; counting forwards and backwards through 0	I can use negative numbers in context when looking at temperature or money; counting in jumps forwards and backwards through 0
I can round numbers up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000	I can solve number and practical problems that involve ordering and comparing numbers to 10 000 000, rounding to a required degree of accuracy, using negative numbers and calculating intervals across zero
I can solve number and practical problems that involve ordering and comparing numbers to 1 000 000, counting forwards or backwards in steps, negative numbers and rounding	I can show an understanding of place value including decimals
I can read Roman numerals to 1000 and recognise years written in these	

Mathematics:
Number - Addition and Subtraction

Band 5	Band 6
I can add and subtract numbers with more than 4 digits using written methods	I can mentally calculate using a mix of the four operations
I can add and subtract 2 and 3 digit numbers in my head	I can solve problems with more than one step and operation and explain why I used them
I can use rounding to check answers to calculations and determine levels of accuracy	I can solve addition and subtraction word and practical problems
I can solve addition and subtraction problems needing more than one step and can work out which operation and method is the most suitable	I can use estimation to check answers to calculations and determine an appropriate degree of accuracy

ambiguity	
	I can use bullet points to list information
	I can use hyphens for clarity e.g. man eating shark or man-eating shark
	I can understand the following words: subject, object, active, passive, synonym antonym, ellipsis, hyphen, colon, semi-colon and bullet points
	I can use the perfect form of verbs to mark relationships of time and cause
	I can use expanded noun phrases to explain complicated information simply
	I can use the full range of punctuation I have been taught to enhance meaning and avoid ambiguity

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Year 6 Summer 2

Mathematics:

Number - Multiplication and Division

Band 5	Band 6
I can find multiples and factors of a number and can identify factors common to 2 different numbers	I can multiply numbers of up to 4 digits by a two-digit number using a formal written method
I can use vocabulary relating to prime numbers, prime factors and composite numbers	I can divide numbers of up to 4 digits by a two-digit number using a formal written method of long division, showing remainders, fractions or rounding as appropriate
I can work out if any given number up to 100 is a prime number and can recall prime numbers up to 19	I can divide numbers of up to 4 digits by a two-digit number using a formal written method of short division, showing remainders, fractions or rounding as appropriate
I can multiply numbers with up to 4 digits by a one or two digit number using formal written methods	I can mentally calculate using a mix of the four operations and increasingly large numbers
I can mentally multiply and divide numbers using the times tables	I can identify common factors, multiples and prime numbers
I can divide numbers with up to 4 digits by a one digit number using formal written methods and can explain remainders	I can use the order of importance of the four operations when answering questions
I can multiply and divide whole and decimal numbers by 10, 100 and 1000	I can solve addition and subtraction multi-step problems, deciding which operations and methods to use and explain why they were suitable
I can identify and use square numbers and their notation	I can solve problems involving addition, subtraction, multiplication and

Mathematics:

Number - Fractions

Band 5	Band 6
I can compare and order fractions whose denominators are all multiples of the same number	I can use common factors and multiples to simplify fractions and express fractions in the same denomination
I can find and name equivalent fractions of a given fraction including tenths and hundredths	I can compare and order fractions including those > 1
I can write equivalent fractions of a given fraction including tenths and hundredths	I can add and subtract fractions with different denominators and mixed numbers
I can identify mixed numbers and improper fractions and convert from one to another such as $2/5 + 4/5 = 6/5 = 1 1/5$	I can multiply simple pairs of proper fractions, writing the answer in the simplest form such as $1/4 \times 1/2 = 1/8$
I can add and subtract fractions whose denominators are all multiples of the same number	I can divide proper fractions by whole numbers such as $1/3 \div 2 = 1/6$
I can multiply fractions by whole numbers using objects and pictures	I can link a fraction with division and work out decimal fractions such as knowing that 7 divided by 21 is the same as $7/21$ and that this is equal to $1/3$, and 0.378 is $3/8$ as a simple fraction
I can read and write decimal numbers as fractions such as $0.71 = 71/100$	I can explain the place value of any digit in a number with up to 3 decimal places and multiply or divide these by 10, 100 or 1000
I can identify and use thousandths and can explain how they relate to tenths and hundredths	I can multiply numbers less than 10 with up to 2 decimal places by whole numbers

Mathematics:

Measurement

Band 5	Band 6
I can convert between different forms of metric measurement e.g. Kilometre and metre; centimetre and metre; centimetre and millimetre, gram and kilogram, Litre and millilitre	I can solve problems involving the calculation and conversion of units of measure, using decimal notation up to three places if I need to
I can understand and compare equivalences between metric units and common imperial units. These might include: inches, pounds or pints	I can use, read, write and convert between standard units. I can convert measurement of length, mass, volume and time from a smaller unit to a larger unit and vice versa. I can do this using decimal notation up to the three decimal places
I can measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres	I can convert between miles and kilometres
I can calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2), square metres (m^2) and estimate the area of irregular shapes	I can recognise that shapes with the same areas can have different perimeters and vice versa
I can estimate volume by using 1cm^3 blocks to build cuboids (including cubes) and capacity by using water and different containers	I can recognise when it is possible to use formulae to find the areas or volumes of shapes
I can solve problems where I need to convert between units of time	I can calculate the areas of parallelograms and triangles
I can use all four operations to solve problems involving measure such as length, mass, volume, money, using decimal notation, including scaling	I can calculate, estimate and compare volumes of cubes and cuboids using standard units, including cubic centimetres (cm^3), cubic metres (m^3). I can extend this to other units e.g. mm^3 and km^3

	division	and their decimal equivalents	
I can solve problems involving multiplication and division including using factors and multiples, squares and cubes	I can use estimating to check answers and problem solving	I can round numbers with two decimal places	I can use written division methods for numbers with up to two decimal places
I can identify and use cube numbers and their notation		I can read, write, order and compare numbers with up to three decimal places	I can solve problems which require answers to be rounded to specified degrees of accuracy
I can solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign		I can solve problems involving numbers with up to three decimal places	I can use equivalences between simple fractions, decimals and percentages to help me solve problems
I can solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates		I can identify the percent symbol % and how it relates to parts per hundred, hundredths and decimals	
		I can solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25	

Mathematics:

Geometry - Properties of Shape

Band 5	Band 6
I can identify 3-D shapes, including cubes and other cuboids, from 2-D representations	I can draw 2-D shapes using dimensions and angles I am given
I can estimate and compare acute, obtuse and reflex angles. I know that angles are measured in degrees	I can recognise, describe and build simple 3-D shapes, including making nets
I can draw given angles and measure them in degrees	I can compare and classify geometric shapes based on their properties and sizes. I can also find unknown angles in any triangles, quadrilaterals or regular polygons
I can identify angles at a point and one whole turn	I can illustrate and name parts of circles, including radius, diameter and circumference. I know that the diameter is twice the radius
I can identify angles at a point on a straight line and $1/2$ a turn (total 180°)	I can recognise angles where they meet at a point, are on a straight line or are vertically opposite. I can then find any missing angles
I can identify other multiples of 90°	
I can use the properties of rectangles to find related facts, missing lengths and missing angles	
I can tell the difference between regular and irregular polygons. I can do this using reasoning about equal sides and angles	

Mathematics:

Geometry - Position and Direction

Band 5	Band 6
I can identify, describe and represent the position of a shape following a reflection or translation. I can use mathematical vocabulary to explain this and I know that the shape has not changed	I can describe positions in all four quadrants on a full coordinate graph
	I can draw and translate simple shapes on the coordinate plane and reflect these in the axis

Mathematics:

Statistics

Band 5	Band 6
I can solve comparison, sum and difference problems using information presented in a line graph	I can interpret and construct pie charts and line graphs. I can use these to solve problems
I can complete, read and interpret information in tables, including timetables	I can calculate and interpret the mean as an average

Mathematics:
Ratio and Proportion

Band 5	Band 6
No Single Band Statements	I can solve problems that involve the relative sizes of two things where the missing number can be found by multiplying or dividing by whole numbers
	I can solve problems involving the calculation of percentages. I can also use percentages for comparisons
	I can solve problems involving shapes where the scale factor is known or can be found
	I can solve problems involving unequal sharing and grouping. I can use my knowledge of fractions and multiples to do this

Mathematics:
Algebra

Band 5	Band 6
No Single Band Statements	I can use simple formulae
	I can create and describe linear number sequences
	I can record missing number problems algebraically
	I can find pairs of numbers which complete an equation with two unknowns
	I can create a list of possibilities of the combination of two variables

Science:
Working Scientifically

Band 5	Band 6
I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
I can take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	I can take accurate measurements, using a range of scientific equipment taking repeat readings when appropriate
I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	I can record complex data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
I can use test results to make predictions to set up further comparative and fair tests	I can use test results to make predictions to set up further comparative and fair tests
I can talk about and present findings from enquiries, including conclusions, causal relationships and explanations of how reliable the information is	I can report and present 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 identify scientific evidence that has been used to support or refute ideas or arguments	I can identify scientific evidence that has been used to support or refute ideas or arguments
	I can describe and evaluate my own and other people's scientific ideas using evidence from a range of sources
	I can group and classify things and recognise patterns
	I can find things out using a wide range of secondary sources of information
	I can use scientific language and ideas to explain, evaluate and communicate my methods and findings

Science:
Animals, including humans

Band 5	Band 6
I can describe the changes as humans develop to old age	I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
	I can recognise the impact of diet, exercise, drugs and lifestyle on the way the body functions
	I can describe the ways in which nutrients and water are transported within animals, including humans

Science:
Earth and space

Band 5	Band 6
I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system	No Single Band Statements
I can describe the movement of the Moon relative to the Earth	
I can describe the Sun, Earth and Moon as approximately spherical bodies	
I can explain day and night and the apparent movement of the sun across the sky using the idea of the Earth's rotation	

Science:
Electricity

Band 5	Band 6
No Single Band Statements	I can show that the brightness of a lamp or the volume of a buzzer depends on the number and voltage of cells used in the circuit
	I can 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 draw a diagram using recognised symbols to represent a simple circuit

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Year 6 Summer 2

Science:
Evolution and inheritance

Band 5	Band 6
No Single Band Statements	I can explain that the kinds of living things that live on the earth now are different from those that inhabited the Earth millions of years ago and that fossils provide this information
	I can explain that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
	I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution

Science:
Forces and magnets

Band 5	Band 6
I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object	No Single Band Statements
I can demonstrate the effects of air resistance, water resistance and friction, that act between moving surfaces	
I can show that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect	

Science:
Light

Band 5	Band 6
No Single Band Statements	I can show that light appears to travel in straight lines
	I can explain that light travels in straight lines and that objects are seen because they give out or reflect light into the eye
	I can demonstrate and 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 demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them

Science:
Living things and their habitats

Band 5	Band 6
I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	I can describe how plants, animals and micro-organisms are classified into broad groups according to common observable characteristics and based on similarities and differences
I can describe how some animals and plants reproduce	I can give reasons for classifying plants and animals based on specific characteristics

Science:
Materials

Band 5	Band 6
I can compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets	No Single Band Statements
I can explain that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution	
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating	
I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic	
I can demonstrate that dissolving, mixing and changes of state are reversible changes	
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	

Science:
Plants

Band 5	Band 6
No Single Band Statements	No Single Band Statements

Science:
Rocks

Band 5	Band 6
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No Single Band
Statements

No Single Band
Statements

Science:
Seasonal changes

Band 5	Band 6
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No Single Band
Statements

No Single Band
Statements

Science:
Sound

Band 5	Band 6
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No Single Band
Statements

No Single Band
Statements

Science:
States of matter

Band 5	Band 6
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No Single Band Statements

No Single Band Statements

Key:

Mastered	Achieved	Working Towards	Not Begun
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