Science Record of Achievement **Name:** _____

Unit 6A Interdependence and adaptation

- ❑ I know that a green plant needs light and water to grow well.
- ❑ I know that different animals and plants live in different habitats.
- ❑ I know that some animals feed on other animals and some animals feed on plants.
- ❑ I can use keys to identify some animals and plants.

- ❑ I know that a green plant needs light and water to grow well.
- ❑ I know that a green plant produces new material from air and water.
- ❑ I can describe how animals in two different habitats are suited to the conditions in which they live.
- ❑ I can represent feeding relationships in food chains beginning with a green plant.
- ❑ I can use keys to identify animals and plants.

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- ❑ I know that green plants are the source of food for all animals.
- ❑ I know that green plants produce material for new growth from air and water in the presence of light.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 6B Micro-organisms

- ❑ I know that very small living things can cause illness.

- ❑ I know that there are many very small organisms which can cause illness or decay or which can be used in food production.
- ❑ I know that these micro-organisms feed, grow and reproduce like other organisms.

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- ❑ I can describe evidence that supports the idea that yeast is living.
- ❑ I can explain how micro-organisms can move from one food source to another.
- ❑ I can explain how this can cause food poisoning.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 6C More about dissolving

- ❑ I know that a solid can be recovered from a solution by evaporation.
- ❑ With my teacher's help, I can investigate an aspect of dissolving.
- ❑ I can present my results in a suitable table.

- ❑ I know that solids remain in the solution when they dissolve.
- ❑ I know that solids in solution can be recovered by evaporation.
- ❑ I can identify several factors that affect the rate at which a solid dissolves.
- ❑ I can investigate an aspect of dissolving by myself.
- ❑ I can present my results in a suitable graph.
- ❑ I can explain what my results show.

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- ❑ I can present results in a line graph where appropriate.
- ❑ I can explain why it is important to repeat measurements.
- ❑ I know how to deal with repeat results when drawing a graph.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 6D Reversible and irreversible changes

- ❑ I can make careful observations to help me describe a number of changes.
- ❑ I can identify whether some changes are reversible or not.

- ❑ I can classify some changes *eg dissolving* as reversible and others *eg burning* as irreversible.
- ❑ I know that irreversible changes often make new and useful materials.
- ❑ I know the dangers of burning materials.

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- ❑ I can explain that, in some cases, the new materials made when something is burned are gases.
- ❑ I can identify some evidence *eg vigorous bubbling* for the production of gases.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 6E Forces in action

- ❑ I know that weight is a force.
- ❑ I know that more than one force can act on an object.
- ❑ I can measure forces using a forcemeter.
- ❑ I can present my measurements in tables.

- ❑ I know that weight is a force and is measured in newtons.
- ❑ I can describe some situations in which there are two or more forces acting on an object.
- ❑ I can draw diagrams to illustrate forces acting on an object.
- ❑ I can use a forcemeter accurately to measure forces.
- ❑ I can present measurements in line graphs.
- ❑ I can identify patterns in measurements shown on a line graph.

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- ❑ I can describe the motion of some familiar objects in terms of several forces acting on them.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 6F How we see things

- ❑ I know that when light is blocked, a shadow is formed.
- ❑ I know that reflections can be seen in shiny surfaces.
- ❑ I can make measurements and present these in a table.

- ❑ I know that light travels from a source.
- ❑ I know when light hits a shiny surface, it is reflected.
- ❑ I know that light sources are seen when light from them enters the eyes.
- ❑ I can make careful measurements of shadows and represent these in a line graph.

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- ❑ I can explain the difference between shadow formation and reflection in terms of the path of light.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 6G Changing circuits

- ❑ I know the conventional symbols for some electrical components.
- ❑ I can make some working circuits with components I am told to use or given to use.

- ❑ I can suggest ways of changing the brightness of a bulb in a circuit.
- ❑ I can draw circuit diagrams.
- ❑ I can construct circuits from diagrams using conventional symbols.
- ❑ I can set up a circuit which can be used to investigate an idea.
- ❑ I can use my knowledge about electrical conductors and insulators to answer questions about circuits.

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- ❑ I can interpret complex circuit diagrams.
- ❑ I can describe the differences between wires usually used for circuits and fuse wires.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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Science Record of Achievement **Name:** _____

Unit 5/6H Enquiry in environmental and technological contexts

- ❑ I can suggest ideas about what needs to be done to answer a science question.
- ❑ I can plan what to do for an investigation if I have a little help.
- ❑ I can make observations and measurements for an investigation.
- ❑ I can record my observations and measurements in a suitable way.
- ❑ I can suggest explanations for what I notice.
- ❑ I use good scientific terms and language in my explanations.

- ❑ I can suggest a way to investigate a science question.
- ❑ I can plan what to do for an investigation by myself.
- ❑ I can make a series of observations or measurements that are appropriate to the investigation.
- ❑ I can record my observations or measurements in an appropriate way.
- ❑ I can interpret my results and relate them to scientific ideas that I know.
- ❑ I use good scientific terms and language in my interpretations and explanations.
- ❑ I can suggest ways in which my investigation could have been improved.

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- ❑ I can plan what to do for an investigation and make effective use of the resources that are available to me.
- ❑ I can explain limitations in the data I have collected (or the product I have made).
- ❑ I can suggest ways in which these limitations could be reduced.

My favourite piece of work in this topic was:

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I liked it because:

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The most interesting thing I learned was:

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