



Science Y6 Overview

Working Scientifically



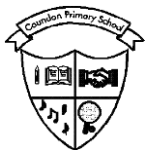
During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- 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 record data and results of increasing complexity 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 report and present findings from enquiries, including conclusions, causal relationships and explanations of and a 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.

Autumn 1: Staying Alive (Animals including Humans)

- 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 body's function.
- I can describe the ways in which nutrients and water are transported within animals, including humans.

Autumn 2: Classifying Critters (Living things and their Habitats)



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- I can 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 give reasons for classifying plants and animals based on specific characteristics.

Spring 1: We're Evolving (Evolution and Inheritance)

- I can 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 can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Spring 2: Let it Shine (Light)

- I can recognise that light appears to travel in straight lines.
- I can 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 can 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 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Summer 1 – Electrifying (Electricity)

- I can associate the brightness of a lamp or the volume of a buzzer with 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 use recognised symbols when representing a simple circuit in a diagram.

Summer 2 – Human reproduction and relationships



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This final topic builds on Y5 unit of animals including humans and incorporates RSE.