

National Curriculum-Progression in Science	VOCABULARY	YEAR SIX
Knowledge	<p>Vocabulary</p> <p>Yellow - words <u>most</u> children will already know</p> <p>Green - new vocabulary to teach and assess against</p> <p>Blue - aspirational vocabulary</p>	Specifics (e.g. which animals/plants are you focusing on?)
<p><u>Living things and their Habitats</u></p> <p>LTH1 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</p> <p>LTH2 give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Amphibians, Reptiles, Mammals, Insects, Vertebrates, Invertebrates, habitats, Micro-organisms, Classification</p> <p>Bacteria, key, species</p> <p>Linneneum, arachnid, mollusc, taxonomist</p>	<p>Galpogos animals including the Galapogos Penguin, Vampire Finch, Fourwing saltfish, whale fish, green sea lettuce, prickly pear cactus, daisy tree</p>
<p><u>Animals, including Humans</u></p> <p>AIH1 identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>AIH2 recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>AIH3 describe the ways in which nutrients and water are transported within animals, including humans.</p>	<p>Heart, Blood, skeletal, muscular, digestive, oesophagus, small intestine, large intestine</p> <p>Vessels, Veins, Arteries, Valve, Exercise, Respiration, Circulatory</p> <p>Oxygenated, Deoxygenated,</p>	<p>Heart, lungs, blood components link to asthma</p>

<p><u>Evolution and Inheritance</u></p> <p>E11 recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>E12 recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>E13 identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Fossils, Reproduction , survival, offspring</p> <p>Adaptation, Evolution, variation , inheritance, parasitic, non identical, identical , environment, conditions , characteristics</p> <p>Genetics , Survival of the fittest,</p>	<p>Galpogos animals including the Galapogos Penguin, Vampire Finch, Fourwing saltfish, whale fish, green sea lettuce, prickly pear cactus, daisy tree</p> <p>All based on Charles Darwin's voyage</p>
<p><u>Light</u></p> <p>L1 recognise that light appears to travel in straight lines</p> <p>L2 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</p> <p>L3 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</p> <p>L4 use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>	<p>Light , Reflection, reflective, absence, surface, solid, shadows, light sources,protection,</p> <p>Refraction, Spectrum , angle of incidence, rainbow</p> <p>Parts of the eye - sclera, pupil, lens, optic nerve, cornea, retina</p>	

Electricity

E1 associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

E2 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

E3 use recognised symbols when representing a simple circuit in a diagram.

Bulbs, Batteries , Wires

Switches, Buzzers, Circuit, Series, Conductors, Insulators, Cell

Amps, Volts, component, crocodile clip , series

resistance, current, Parallel Circuit