

SCIENCE – YEAR 6

AUTUMN

SPRING

SUMMER

Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
 - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
 - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
 - using test results to make predictions to set up further comparative and fair tests
 - reporting and presenting 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
- identifying scientific evidence that has been used to support or refute ideas or arguments

Evolution and Inheritance

- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- describe how adaptation leads to evolution
- recognise how and why the human skeleton has changed over time, since we separated from other primates.

All Living Things

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

Animals, including humans

- identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting).

Materials and their properties, working scientifically

- Understand that some materials will dissolve in liquid to form a solution (solubility)
- Describe how to recover a substance from a solution. Experiment on evaporating and dissolving.
- Identify the part played by evaporation and condensation in the water cycle.
- Associate the rate of evaporation with temperature.

Light

- understand that light appears to travel in straight lines
- 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
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them, and to predict the size of shadows when the position of the light source changes.

Electricity

- identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- 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.

