

### Science – Year 6

Autumn 1 <b>Animals</b>	<ul style="list-style-type: none"><li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>• describe the ways in which nutrients and water are transported within animals, including humans</li></ul>
Autumn 2 <b>Evolution</b>	<ul style="list-style-type: none"><li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li></ul>
Spring <b>Electricity</b>	<ul style="list-style-type: none"><li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• 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</li><li>• use recognised symbols when representing a simple circuit in a diagram</li></ul>
Summer 1 <b>Living Things</b>	<ul style="list-style-type: none"><li>• 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</li><li>• give reasons for classifying plants and animals based on specific characteristics</li></ul>
Summer 2 <b>Light</b>	<ul style="list-style-type: none"><li>• recognise that light appears to travel in straight lines</li><li>• 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</li><li>• 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</li></ul>

	<ul style="list-style-type: none"> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>
<p><b>Working Scientifically</b></p> <p>Throughout the year</p>	<ul style="list-style-type: none"> <li>• planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> </ul> <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>