Science Long Term Grid Year 6		
Autumn Term	**Spring Term**	**Summer Term**
<u>Animals including humans</u> - Identify and name the main parts of the human circularity system, and describe the functions of the heart, blood vessels and blood. - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. - Describe the ways in which nutrients and water are transported within animals including humans. <u>Evolution and inheritance</u> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. - Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	<u>Electricity</u> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. - Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and on/off position of switches. - Use recognised symbols when representing a simple circuit in a diagram. <u>Light</u> - Recognise that light appears to travel in a straight line. - Use the idea that light travels in a straight line to explain that objects are seen because they give out or reflect light into the eye. - 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. - Use the idea that light travels in a straight line to explain why shadows have the same shape as the objects that cast them.	<u>Living things and their habitats</u> - 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. <u>Famous Scientists – William Smith, Joseph Banks, Tom Hear Dyke, Marie Curie, Inge Lehmann, Justus von Lieburg (KS2 Scientists)</u> • Choose a famous Scientist • General facts about their life e.g., date of birth / death. Where were they born? Where did they live? Etc. • What did they do / discover / invent? • How have their inventions / discoveries changed the world we live in? • Create a multimedia presentation