

Science Long Term Grid Year 6

Autumn Term	Spring Term	Summer Term
<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> - 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. <p><u>Evolution and inheritance</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> - 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. <p><u>Light</u></p> <ul style="list-style-type: none"> - 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 lines to explain why shadows have the same shape as the objects that cast them. 	<p><u>Living things and their habitats</u></p> <ul style="list-style-type: none"> - 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. <p><u>Sex and Relationships</u></p> <p>Lessons taught by the Class Teacher - following a School approved scheme</p>