

Year 6 Science Topics

Year Group	Autumn	Spring	Summer
Year 6	<p>Electricity</p> <ul style="list-style-type: none"> • Voltage, cells and circuits • Components and their function • Draw circuits using symbols 	<p>Living Things and their Habitats</p> <ul style="list-style-type: none"> • Classification <p>Animals including Humans</p> <ul style="list-style-type: none"> • The heart and circulatory system • Substances • Lifestyle • Nutrients 	<p>Evolution</p> <ul style="list-style-type: none"> • Fossils • Living things and their offspring • Adaption <p>Light</p> <ul style="list-style-type: none"> • Light travelling • Reflection • Light sources • Shadows

Year 6	Objectives
Working Scientifically	<p>During Year 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • 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 • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and 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 results, in oral and written forms such as displays and other presentations
	<ul style="list-style-type: none"> • identifying scientific evidence that has been used to support or refute ideas or arguments
Animals including Humans	<ul style="list-style-type: none"> • identify and name the main parts of the human circulatory 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
Living Things and their Habitats	<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

Evolution	<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
Light	<ul style="list-style-type: none"> • recognise 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 • 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 straight lines to explain why shadows have the same shape as the objects that cast them
Electricity	<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 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 • use recognised symbols when representing a simple circuit in a diagram