



Paganel Primary School Curriculum Planning – science

Year 6

Topics:

- Evolution and inheritance
- Living things and their habitats
- Electricity
- Animals including humans
- Light

National Curriculum Skills and Knowledge:

| Science | Knowledge and Understanding | Autumn | Spring | Summer | Skills | Autumn | Spring | Summer |
|----------------------------------|---|--------|--------|--------|--|--------|--------|--------|
| Evolution | recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago | | | | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | | | |
| | recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | | | | taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate | | | |
| Living things and their habitats | identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution | | | | recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | | | |
| | 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 | | | | using test results to make predictions to set up further comparative and fair tests | | | |
| | Give reasons for classifying plants and animals based on specific characteristics | | | | 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 | | | |
| Electricity | 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 | | | | planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary | | | |
| | use recognised symbols when representing a simple circuit in a diagram | | | | | | | |
| Animals including Humans | 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 | | | | | | | |
| | recognise that light appears to travel in straight lines | | | | | | | |

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| Light | 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 | | | | |