

Science Year 6

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| Working Scientifically | 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, taking repeat readings when appropriate | |
| | Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, 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 and degree of trust in results, in oral and written forms such as displays and other presentations | |
| | Identifying scientific evidence that has been used to support or refute ideas or arguments | |
| Living things and their habitats | Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals | |
| | Give reasons for classifying plants and animals based on specific characteristics | |
| 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 | |
| Evolution and inheritance | 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 | 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 | 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 | |