



St Laurence's CE Primary School  
Science Overview  
Year: 6



Autumn 1 Living Things and Their Habitats	Autumn 2 Reversible and Irreversible Changes	Spring 1 Light	Spring 2 Electricity	Summer 1 Evolution and Inheritance	Summer 2 Animals Including Humans
Key Content and skills: Knowledge					
<p>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.</p> <ul style="list-style-type: none"><li>• give reasons for classifying plants and animals based on specific characteristics</li></ul>	<ul style="list-style-type: none"><li>• compare and group materials together, according to whether they are solids, liquids, or gases.</li><li>• observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius (°C).</li><li>• demonstrate that dissolving, mixing and changes of state are reversible changes.</li><li>• explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</li></ul>	<ul style="list-style-type: none"><li>• recognise that light appears to travel in straight lines.</li><li>• 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</li><li>• 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</li><li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li></ul>	<ul style="list-style-type: none"><li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li><li>• 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</li><li>• use recognised symbols when representing a simple circuit in a diagram</li></ul>	<ul style="list-style-type: none"><li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li><li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li><li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</li></ul>	<ul style="list-style-type: none"><li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (including the pulse and clotting).</li><li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their body's function.</li><li>• describe the ways in which nutrients and water are transported within animals, including humans.</li></ul>
Key Content and skills: Working Scientifically					
<ul style="list-style-type: none"><li>• plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</li><li>• use test results to make predictions to set up further comparative and fair tests.</li><li>• take measurements, using a range of scientific equipment, with</li></ul>					



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- increasing accuracy and precision, taking repeat readings when appropriate
  - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs,
  - report and present findings from enquiries, including conclusions, causal relationships and explanations results, explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.
- identify scientific evidence that has been used to support or refute ideas or arguments.

<u>Vocabulary:</u> habitat characteristics micro-organisms classifying invertebrates vertebrates	<u>Vocabulary:</u> changing state solid/Liquid/Gas condensation evaporation melting reversible irreversible	<u>Vocabulary:</u> light light source shadow prism reflection retina cornea travel	<u>Vocabulary:</u> energy electric current circuit electron insulator parallel series cells battery	<u>Vocabulary:</u> reproduction evolution inheritance genes adaption adapted adaptation offspring.	<u>Vocabulary:</u> respiration anatomy of the human body heart vein artery chamber pulse clotting nutrients
<u>Assessment Against the National Curriculum</u>  -give reasons for classifying plants and animals based on specific characteristics	<u>Assessment Against the National Curriculum</u>  -demonstrate that dissolving, mixing and changes of state are reversible changes  - explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda	<u>Assessment Against the National Curriculum</u>  -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	<u>Assessment Against the National Curriculum</u>  -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	<u>Assessment Against the National Curriculum</u>  -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution	<u>Assessment Against the National Curriculum</u>  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood



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