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| **Year 6 Science Curriculum** |
| **Autumn** | **Spring** | **Summer** |
| **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 micro-organisms, 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
 | **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
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| **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
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