ST MARY'S RC PRIMARY SCHOOL

Year 6 Science National Curriculum Coverage

Autumn	Spring		Summer	
Animals, including humans	Living things and their habitats	Evolution and Inheritance	Light	Electricity
Statutory requirements Children should: 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.	Statutory requirements Children should: 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.	Statutory requirements Children should: 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.	Statutory requirements Children should: 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.	Statutory requirements Children should: 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.
Non-Statutory Identify the main body parts and internal organs (skeletal, muscular and digestive system). Explore and answer questions that help them to understand how the circulatory system enables the body to function.	Non-Statutory Look at the classification system and the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided.	Non-Statutory Find out about how living things on earth have changed over time. Understand the idea that characteristics are passed	Non-Statutory Explore the way that light behaves, including light sources, reflection and shadows.	Non-Statutory Construct simple series circuits, to help them to answer questions about what happens when they try different components, for

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Learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.	Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). Discuss reasons why living things are placed in one group and not another.	from parents to their offspring. Appreciate that variation in offspring over time can make animals more or less able to survive in particular environments. Find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.	Design and make a periscope and use the idea that light appears to travel in straight lines to explain how it works. Extend their experience of light by looking a range of phenomena including rainbows, objects looking bent in water and coloured filters. Find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.	example, switches, bulbs, buzzers and motors. Represent a simple circuit in a diagram using recognised symbols.
Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Taking measurements and 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. Explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.	Working Scientifically 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. Use classification systems and keys to identify some	Working Scientifically 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. Observe and raise questions about local animals and how they are adapted to their	Working Scientifically Planning different types of scientific enquiries to answer questions. 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, scatter graphs, bar and line graphs. Using test results to make predictions to set up	Working Scientifically Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. 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. Systematically identify the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a

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	animals and plants in the immediate environment. Research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.	environment; comparing how some living things are adapted to survive in extreme conditions. Analyse the advantages and disadvantages of specific adaptations.	further comparative and fair tests. Systematically identify the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.	burglar alarm or some other useful circuit.