



Moorside Primary School

Science Year 6 Overview

National Curriculum Working Scientifically UKS2	Moorside Specific Working Scientifically Year 6				
<p>-Plan different types of scientific enquiries to answer questions , including recognising and controlling variables were necessary</p> <p>-Taking measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate</p> <p>-Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>-Using test results to make predictions to set up further comparative and fair test</p> <p>-Report and present 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</p> <p>-Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	Planning	Investigating and Observing	Identifying, Classifying and Recording	Concluding	Evaluating
	<p>-Raise different types of scientific questions and select the most appropriate line of enquiry to investigate.</p>	<p>-Select and plan the most suitable line of enquiry, explaining which variables need to be controlled and why, in a variety of comparative and fair tests.</p> <p>-Use test results and observations to make predictions or set up further comparative or fair tests.</p> <p>-Choose the most appropriate equipment in order to take measurements, explaining how to use it accurately.</p> <p>-Decide how long to take measurements for, checking results with additional readings where necessary.</p>	<p>-Identify and explain patterns seen in the natural environment</p> <p>-Choose the most effective approach to gather, record and report results, linking to mathematical knowledge.</p>	<p>-Identify validity of conclusion and required improvement to methodology</p>	<p>-Identify and explain causal relationships in data.</p> <p>-Identify evidence that supports or disproves their findings, selecting facts from opinion.</p>
Animals including Humans			Living Things and their Habitats		
<p>Identify and name the main parts of the human circulatory system and describe the function of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals including humans.</p>			<p>Describe how living things are classified into broad groups according to common observable characteristic and based on similarities or differences, including microorganisms, plants and animals</p> <p>Give reasons for classifying plants and animals based of scientific characteristics.</p>		



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Evolution and Inheritance	Light	Electricity
<p>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Identify how animals and plants are adapted to suit their environment in different way sand that adaptation may lead to evolution</p>	<p>Recognise that light appears to travel in straight lines</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflects light into the eye</p> <p>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</p> <p>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p>	<p>Associate brightness of a lap or volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>Compare and give reasons for variation in how components functions, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches</p> <p>Use recognised symbols when representing a simple circuit in a diagram.</p>