

Science

Scientific Knowledge and Conceptual Understanding: Year 6 Expectations

Please Note: There should be plenty of opportunities throughout the year for children to use the school/local environment to observe and identify a variety of plants and animals that live there focusing on their adaptations for survival. This could be done through an ongoing/monthly nature journal to observe, record and review a variety of examples over a period of time and would support their learning and wider research in the 'Living Things and Their Habitats' unit and the 'Evolution and Inheritance' unit.



Living Things and their Habitats - Classification	Living Things and their Habitats – Evolution and Inheritance	Animals/Health – Exercise, Health and The Circulatory System
<ul style="list-style-type: none"> ▪ <u>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.</u> ▪ Give reasons for classifying plants and animals based on specific characteristics. <ul style="list-style-type: none"> ▫ Living things can be grouped into micro-organisms, plants and animals. ▫ Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals. ▫ Invertebrates can be grouped as snails and slugs, worms, spiders and insects. ▫ Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses). 	<ul style="list-style-type: none"> ▪ <u>Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</u> ▪ <u>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</u> ▪ <u>Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</u> 	<ul style="list-style-type: none"> ▪ <u>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</u> ▪ <u>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term).</u> ▪ <u>Describe the ways in which nutrients and water are transported within animals, including humans.</u> <ul style="list-style-type: none"> ▫ The heart is a major organ and is made of muscle. ▫ The heart pumps blood around the body through vessels and this can be felt as a pulse. ▫ The heart pumps blood through the lungs in order to obtain a supply of oxygen. ▫ Blood carries oxygen/essential materials to different parts of the body. ▫ During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase. ▫ Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete. ▫ An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals). ▫ Tobacco, alcohol and other 'drugs' can be harmful. ▫ All medicines are drugs, not all drugs are medicines.
<h4>Light and Astronomy – How Light Travels</h4>		<h4>Electricity</h4>
<ul style="list-style-type: none"> ▪ <u>Recognise that light appears to travel in straight lines.</u> ▪ <u>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.</u> ▪ <u>Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form).</u> ▪ <u>Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</u> 		<ul style="list-style-type: none"> ▪ <u>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</u> ▪ <u>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.</u> ▪ <u>Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.</u> <ul style="list-style-type: none"> ▫ Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'.