

Science Year 6	
Working Scientifically	<ul style="list-style-type: none"> • Plan different types of scientific enquiries to answer questions, inc. recognising and controlling variables where necessary • Taking measurements, using a range of scientific equipment with increasing accuracy and precision, taking 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 • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, inc. conclusions, casual 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
Living things and their Habitats	<ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, inc. micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics
Animals, inc. Humans	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age • 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, inc. humans
Evolution and Inheritance	<ul style="list-style-type: none"> • 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

Electricity	<ul style="list-style-type: none"> • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in their circuit • Compare and give reasons for variations in how components function, inc. the brightness of a bulb, the loudness of buzzers and the on/off position of switches • Use recognised symbols when representing a simple circuit in a diagram
Scientific Vocabulary	Related Vocabulary
Greater Depth:	<ul style="list-style-type: none"> • CT2 - Pupils challenge scientific assumptions to provoke shifts in perspective. They generate ideas and solutions drawing on multi-disciplines to complete this • CO 3- Pupils collectively critique within a group to shape next steps in the collaborative activities, justifying ideas (working within a range of multi-disciplinary contexts) • C3- Pupils (in collaborative groups) critically examine varied scientific viewpoints before formulating a group response using multi-disciplinary contexts • CT 4 - C1 & C2 - Children are able to make connections using variation theories -Groups give detailed explanations and justifications (with multi-disciplinary links) to infer and make deductions to unpick and justify the use of the 'create' and 'evaluate' thought process criteria in BLOOMS. • CT 3 - Pupils are able to rank/prioritise scientific areas/aspects in terms of importance/significance and justify their critical thoughts on this. They collectively negotiate these prioritised actions or approaches • CT 5 - Children use a wide range of multi-disciplinary evidence to critically reflect on a deepened level using research/ given information. They collaborate with peers/ small group to formulate next steps/ break down tasks into parts and adapt/change work with a critical eye, potentially changing the direction of learning if required • CO 2 - Pupils are independently (in larger groups) using internalised modelled peer tutoring methods to shape collaborative work (pupil reciprocal teaching), when taking into account multi-disciplinary content • CO 3 - Pupils are further developing the ability to critique themselves as a scientific learner, in a group using an internalised format to shape next steps in

	<p>collaborative work, when taking into account multi-disciplinary content</p> <ul style="list-style-type: none"> • CO 5 - Collaborative group set succinct goals before they commence 5 TEAM ROLE allocated workload, taking account of all viewpoints and collaborator's needs • CO 6 - Children feedback their scientific learning and understanding in a variety of group roles within a 'jigsaw classroom' format. They critique their performance as a collective and collaboratively allocate their group roles. Roles shift according to task, playing on the strengths of the collaboration • CT1 - Children use internalised thought processes (summarised/mapped thoughts) and use this across multi-disciplines, giving examples • C6 - Children connect learning linking to wider global issues (equitable, sustainable and inclusion topics) and formulate new ideas/solutions to tackle these global issues (Using multi-disciplinary knowledge) • CO4 -. Pupils can discuss areas of uncertainty and relish critical feedback. They value uncertainty and the opportunity for learning that this brings. • CT1 - Pupils summarise scientific observations and suggest answers to scientific questions, creating their own mapped thought process to support their own learning. This is starting to draw on multi-disciplines
Topic/Novel Link:	

Defined End Point
<ul style="list-style-type: none"> - Take accurate measurements during investigations which demonstrate increased precision, taking repeat readings when appropriate - Identify scientific evidence that has been used to support or refute ideas or arguments