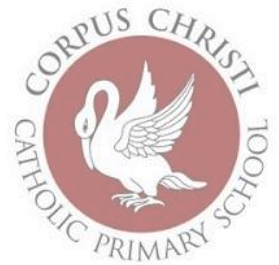


Year 6

Living things and their habitats



I have already learnt:

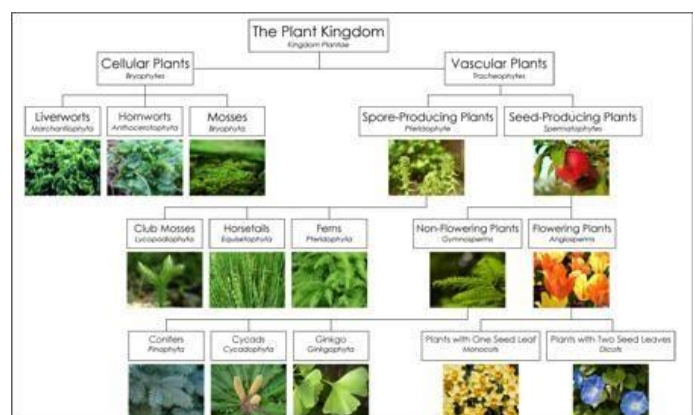
- ✓ To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- ✓ To describe the life process of reproduction in some plants and animals.

I am learning to:	Date
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	

I am learning to be able to:	Date
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
report and present findings from enquiries in spoken and written forms such as displays and other presentations	

End of Unit Assessment
Working Scientifically
WTS EXP GDS

Scientific Understanding
WTS EXP GDS



Key Vocab

Classification, microorganisms, organisms

Year 6

Animals, including humans



I have already learnt:

- ✓ To identify a range of common organisms
- ✓ To identify and describe parts of the human body and associated senses
- ✓ To notice that animals, including humans, have offspring which grow into adults
- ✓ About needs for survival
- ✓ About nutrition for animals
- ✓ To describe the changes as humans develop to old age.

I am learning to:	Date
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	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
use test results to make predictions to set up further comparative and fair tests	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

circulatory system, heart, lungs, blood vessels, blood lifestyle, disease, water transportation, nutrient transportation, oxygen, air, breathing, exercise, diet, drugs

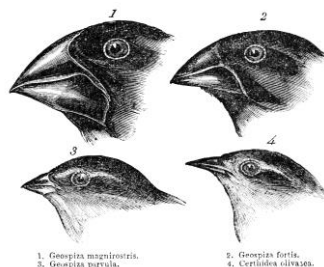
Year 6

Evolution and inheritance



I have already learnt:

- ✓ About the adaptations animals have to suit their habitat
- ✓ That fossils are formed when living things are trapped in rock



I am learning to:	Date
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	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
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	
identify scientific evidence that has been used to support or refute ideas or arguments	

End of Unit Assessment
Working Scientifically
WTS EXP GDS

Scientific Understanding
WTS EXP GDS

Key Vocab

evolution, evolve, adaptation, variation, inherit, inheritance

Year 6

Light



I have already learnt:

- ✓ Light is reflected
- ✓ We need light to see
- ✓ Shadows are formed when light is blocked

I am learning to:	Date
recognise that light travels 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	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
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	
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

straight lines, light rays, light sources, periscope

Year 6

Electricity



I have already learnt:

- ✓ Some materials are electrical insulators and some are conductors
- ✓ How to create a closed circuit
- ✓ To construct a simple circuit

I am learning to:	Date
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	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
use test results to make predictions to set up further comparative and fair tests	
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	

End of Unit Assessment

Working Scientifically
WTS EXP GDS

Scientific Understanding
WTS EXP GDS



Key Vocab

voltage, components, symbols, circuit diagram