

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip			
YEAR 6		Science	
Autumn 1 – Classification		Autumn 2 – Evolution	
Key Questions:		Key Questions:	
Key Skills: Plan Do Record Review * plan a scientific enquiry to answer a question, recognising and controlling variables * observe results and record data * report findings and draw conclusions		Key Skills: Plan Do Record Review * identify scientific evidence that has been used to support or refute ideas or arguments.	
Learning	Activities	Learning	Activities
Living things and their habitats - 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	- explore ways that might sort animals using a classification tree - learn about the Linnaean classification system and research how some animals are classified by taxonomists - learn about different classes within the animal kingdom and sort animals into these classes - sort pictures of plants into different types; sketch plants from the school grounds and record reasons why children have classified them into different types - research different types of microorganisms and classifying them as helpful/harmful/both and as fungi, bacteria and viruses - plan, carry out, record and draw conclusions from an experiment into how mould grows on bread in different conditions	Evolution and inheritance - 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	- learn that living species that are around today have evolved from species in the past (e.g. dinosaurs evolving into birds) - learn about the work of Charles Darwin - learn the stages of how different types of fossils are formed and how these provide evidence of evolution - learn how offspring inherit characteristics from their parents (e.g. cross-breeding dogs) - make notes on some of the ways that plants and animals are adapted to adapted to different environments
Key Vocab classification system, animals, plants, fungi, bacteria, viruses, microorganism, vertebrate, invertebrate, characteristics		Key Vocab evolution, fossil, inheritance, species, offspring, adaptation, environment	
Extension and Enrichment Opportunities			

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YEAR 6		Science	
Spring 1 -Electricity		Spring 2-LightAn	
Key Questions:		Key Questions:	
Key Skills: Plan Do Record Review - select, plan and carry out the most appropriate types of scientific enquiries to test predictions - present observations and data using appropriate methods, including tables and graphs		Key Skills: Plan Do Record Review - make and record observations and measurements using a range of methods for different investigations - interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions - take measurements, using a range of scientific equipment, with - increasing accuracy and precision, taking repeat readings when appropriate	
Learning	Activities	Learning	Activities
Electricity - 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	Brightness of bulb investigation Learn the circuit symbols – matching activity Burglar Bill – children to build houses and use a circuit that alerts the ‘homeowner’ when a milk bottle has been removed from the front door.	Light - 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	Plan investigation to prove light travels in straight lines Look at the structure of the eye and how we see Investigate shadows (size, clarity)

Key Vocab		Key Vocab	
Extension and Enrichment Opportunities			

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YEAR		Science	
Summer 1 and 2- Animals, including Humans			
Key Questions:		Key Questions:	
Key Skills: Plan Do Record Review - ask questions and develop a line of enquiry based on observations of the real world alongside prior knowledge and experience - evaluate data, showing awareness of potential sources of error - interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions		Key Skills: Plan Do Record Review	
Learning	Activities	Learning	Activities
Animals, including humans - 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	Life size diagrams of circulatory system. Visit from PC Aldridge about substance abuse and how drugs affect your body. Heart rate investigation before and after exercise.		
Key Vocab		Key Vocab	

Extension and Enrichment Opportunities

Visit from PC Aldridge about substance abuse and how drugs affect your body.

Murder Mystery Day – provided by The Angmering School?