

New Science Curriculum - Year 6

Living things and their habitats

- Children should be able to 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.
- Children should be able to give reasons for classifying plants and animals based on specific characteristics.

Animals, including humans

- Children should be able to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Children should be able to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Children should be able to describe the ways in which nutrients and water are transported within animals, including humans.

Evolution and inheritance

- Children should be able to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Children should be able to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Children should be able to identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Light

- Children should be able to 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.
- Children to be able to 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.
- Children should be able to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Electricity

- Children should be able to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Children will 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.
- Children should be able to use recognised symbols when representing a simple circuit in a diagram.