



St Joseph's RC Middle School

Science Overview

Year 6

	Autumn		Spring		Summer	
	1	2	1	2	1	2
Topic	Human Body	Electricity	Light	Living Things	Evolution	Maths in Science
Areas of curriculum covered	Identify and name the main parts of the human circulatory system and describe the functions of the heart, bloody 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	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit. Compare and give reasons for variations in how components function including brightness of bulbs loudness of buzzers and switches. Use recognised symbol when representing a simple circuit in a diagram.	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 to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as that cast them.	Describe how living things are classified into groups according to characteristics and based on similarities and differences including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth million 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 and that adaptation may lead to evolution	Working scientifically chemistry based task on irreversible changes
<b>Working Scientifically</b>						
<b>Planning investigations</b> Pupils can ask questions Pupils can plan an enquiry Pupils can identify and manage variables	<b>Conducting experiments</b> Pupils can use equipment to take measurements Pupils can explore how to improve the quality of data Pupils understand the role of repeat readings	<b>Recording evidence</b> Pupils record work with diagrams and label them Pupils can display data using labelled diagrams, keys, tables, and bar charts Pupils can display data using line graphs	<b>Report Findings</b> Pupils process findings to develop conclusions and identify casual relationships Pupils use displays and presentations to report on findings Pupils can explain confidence in findings	<b>Conclusions and Predictions</b> Pupils can analyse data Pupils can draw conclusion Pupil can develop investigation further		