Science National Curriculum Requirements
Year 6

The Learning Challenge CURRICULUM

National Curriculum	
Working Scientifically	*During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:* • *I can plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary* • *I can take measurements, using a range of scientific equipment, with increasing accuracy and precision* • *I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs* • *I can use test results to make predictions to set up further comparative and fair tests* • *I can use simple models to describe scientific ideas* • *I can report and present findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations* • *I can identify scientific evidence that has been used to support or refute ideas or arguments.*
Living Things and their habitats	• *I can 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* • *I can give reasons for classifying plants and animals based on specific characteristics.*
Animals including humans	• *I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood* • *I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function* • *I can describe the ways in which nutrients and water are transported within animals, including humans.*
Evolution	• *I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago* • *I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents* • *I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.*
Light	• *I can recognise that light appears to travel in straight lines* • *I can 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* • *I can 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* • *I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them*
Electricity	• *I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit* • *I can 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* • *I can use recognised symbols when representing a simple circuit in a diagram.*