

## Year 6/P7

### Units

### NC Objectives covered

- | Units                     | NC Objectives covered  |
|---------------------------|--|
| Light and Sight           | <ul style="list-style-type: none"><li>• <b>(K)</b> 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</li><li>• <b>(K)</b> Recognise that light appears to travel in straight lines</li><li>• <b>(K)</b> 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</li><li>• <b>(K)</b> Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li><li>• <b>(WS)</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• <b>(WS)</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• <b>(WS)</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li></ul>   |
| Our Bodies                | <ul style="list-style-type: none"><li>• <b>(K)</b> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li><li>• <b>(K)</b> Describe the ways in which nutrients and water are transported within animals, including humans.</li><li>• <b>(K)</b> Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li><li>• <b>(WS)</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• <b>(WS)</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• <b>(WS)</b> Reporting and presenting 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</li></ul>   |
| Classifying Living Things | <ul style="list-style-type: none"><li>• <b>(K)</b> 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</li><li>• <b>(K)</b> Give reasons for classifying plants and animals based on specific characteristics.</li><li>• <b>(WS)</b> Identifying scientific evidence that has been used to support or refute ideas or arguments.</li><li>• <b>(WS)</b> Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>• <b>(WS)</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• <b>(WS)</b> Reporting and presenting 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</li><li>• <b>(WS)</b> Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>• <b>(WS)</b> Using test results to make predictions to set up further comparative and fair tests</li></ul> |
| Changing Circuits         | <ul style="list-style-type: none"><li>• <b>(K)</b> Use recognised symbols when representing a simple circuit in a diagram.</li><li>• <b>(K)</b> Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li><li>• <b>(K)</b> 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</li><li>• <b>(WS)</b> Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>• <b>(WS)</b> Identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>   |

- **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
  - **(WS)** Using test results to make predictions to set up further comparative and fair tests
  - **(WS)** Reporting and presenting 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
  - **(WS)** Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- Evolution and Inheritance
- **(K)** Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
  - **(K)** Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
  - **(K)** Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
  - **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments.
  - **(WS)** Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
  - **(WS)** Reporting and presenting 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
- Review and Celebration
- **(WS)** Identifying scientific evidence that has been used to support or refute ideas or arguments.