Year 6 Science

Areas of Learning

- Living things and their Habitats.
- Animals, including Humans.
- Properties and changes of materials.
- Earth and Space.
- Forces.

Approaches to learning

- recording data and results of increasing complexity using scientific diagram and variables where necessary
- classification keys, tables, scatter graphs, bar and line graphs
- planning different types of scientific enquiries to answer questions
- using a range of scientific equipment, with increasing accuracy and precision
- taking repeat readings when appropriate
- demonstrate that dissolving, mixing and changes of state are reversible changes
- know that some materials will dissolve in liquid to form a solution and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect
- make science more hands-on for the children

Examples of learning

The pupils often work in small groups. Science activities include those which are relevant to children's daily lives and allow children to make connections between what they already know and what they are learning. Whole class discussions promote children's awareness of the learning and concept development and allow for interesting tangents to be explored!

References

National curriculum in England: primary curriculum, DfE, 2015
Primary Curriculum 2014
Teaching Science During the Early Childhood Years, Trundle, 2009