

Year 6 Science

Areas of Learning

- Circulation & Keeping Healthy: the human body; the heart; blood circulation; balanced diet; types of food; exercise; drugs.
- Evolution & Inheritance: characteristics; parents; variation; adaptations of plants and animals; habitats; fossils; inheritance; evolution of living things; Darwin and evolution.
- Light: how we see things; how light travels; reflecting light; shadows.
- Electrical circuits & Living Things: circuits; components of circuits; diagrams; grouping organisms; plants; animals; micro-organisms; keys.

Approaches to learning

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, and bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- using simple models to describe scientific ideas
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.

Examples of learning

The pupils often work in small groups. Science activities include those which are relevant to children's daily lives (such as finding out what constitutes a 'healthy diet') 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