Science

Year 6: Autumn 1: Topic 1- Classifying Living Things

National Curriculum: Living Things & Their Habitats

Subject Cultural Capital = understanding subject vocabulary/applying science K & S to different situations
Differentiation= see weekly planning for exceeding, emerging & SEND (please see SEND pupils' IEP's)
Minimum expectations to check for understanding during lessons= targeted questioning/mini whiteboards/peer talk/self-assessment
Long term memory development= LAST, LAST, LAST linked to the WALT
Literacy & Numeracy development= see vocabulary banks and vocabulary linked to each lesson/for numeracy see working scientifically column below

Term	Week 2 lessons per week	National Curriculum Statement	WALT	Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary
Autumn Term: Topic 1 - Classifying living things	1	Give reasons for classifying plants and animals based on specific characteristics.	1a) walt: brainstorm what we know about living things and their habitat 1b) walt: create a classification key to show **what objects** have in common and give reasons why they are grouped together	1. Quick classifications	Sorting Identifying, classifying describing and grouping in a range of scientific contexts and fields	Pages 11 - 12	Activity Resource 1.1	**Sort** **Classify** **Classification key** **Similarities** **Differences** **Properties**
Autumn Term: Topic 1 - Classifying living things	2	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and	2a) walt: create a classification key to show **what animals** have in common and give reasons why they are grouped together	2. Classifying the local environment	Sorting Identifying, classifying describing and grouping in a range of scientific contexts and fields Communicating	Pages 12 - 13	Activity Resources 1.2 Activity Resources 1.3	vertebrate Invertebrate

		animals. Give reasons for classifying plants and animals based on specific characteristics.	walt: create a classification key to show **what plants** have in common and give good reasons why they are grouped together		Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings Assessing Reading, writing and using a range of scientific terminology			
Term	**Week 2 lessons per week**	**National Curriculum Statement**	**WALT**	**Resources/Use all or some of the following activities to cover this objective**	**NC/Working scientifically skills developed in the activities**	**Switched on Science Teacher's Guide reference**	**Switched on Science resources**	**Vocabulary**
Autumn Term: Topic 1 - Classifying living things	3	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	3a) walt: use scientific terminology to explain why **animals and plant**s are grouped together 3a) walt: use scientific terminology to explain why **animals and plants** are grouped together	2. Classifying the local environment	Assessing Reading, writing and using a range of scientific terminology Observing Observing and identifying connections and causal relationships Sorting Identifying, classifying describing and grouping in a range of scientific contexts and fields	Pages 12 - 13	Activity Resources 1.2 Activity Resources 1.3	amphibian antennae, segments, veins fauna Flora vertebrate Invertebrate Insect Bird mammal
Autumn Term: Topic 1 - Classifying living things	4	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for	4a) walt: how living things are classified according to common observable characteristics	1. Carl linneaus	Identify scientific evidence that has been used to support or refute ideas or arguments. Sorting Identifying, classifying describing and grouping in a	Pages 14 - 15	Activity Resource 1.4	**Carl Linnaeus** **genus** **species** **Fungi** **Protists** **Monera**

		classifying plants and animals based on specific characteristics.	4b) walt: illustrate how living things can be grouped into five kingdoms		range of scientific contexts and fields			**bacteria**
Autumn Term: Topic 1 - Classifying living things	5	. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	5a) walt: identify that **bacteria** is one of the kingdoms some living things belong to and give reasons why they are grouped together 5b) walt: identify that **fungi** is one of the kingdoms some living things belong to	2. Bacteria	Assessing Reading, writing and using a range of scientific terminology	Pages 15 - 16		Single-cell Microbe Fermentation toadstool
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Autumn Term: Topic 1 - Classifying living things	6	Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.	6a) walt: explain why fungi living things are grouped together and not placed in other kingdoms 6b) walt: identify that **protist** is one of the kingdoms some living things belong to	3. Fabulous Fungi	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Report and present 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	Pages 16 -17		toadstool fermentation microorganisms nucleus

Assessment			2. Classifying the local environment		Pages 12 - 13	Activity Resources 1.2 Activity Resources 1.3	

Science

Year 6: Autumn 2: Topic 2- Healthy Bodies

National Curriculum: Animals Including Humans

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Autumn Term: Topic 2 - Healthy Bodies	1	Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.	1a) walt: brainstorm what we know about animals, including humans	1. What do you want to know? 2. What do you know?	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Report and present findings	Pages 22 - 23		aorta artery atrium blood

			1b) walt: research and make links between the heart, lungs and the human circulatory system		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 presentation			oxygen capillaries heart ventricles
Term	**Week 2 lessons per week**	**National Curriculum Statement**	**WALT**	**Resources/Use all or some of the following activities to cover this objective**	**NC/Working scientifically skills developed in the activities**	**Switched on Science Teacher's Guide reference**	**Switched on Science resources**	**Vocabulary**
Autumn Term: Topic 2 - Healthy Bodies	2	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	2a) walt: identify and name parts of the human circulatory system 2b) walt: know the function of the circulatory system and how each part works in relation to the others	1. Changes in heart and breathing rate	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. L.O. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. L.O. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. L.O. Use test results to make predictions to set up further comparative and fair tests. L.O. Identify scientific evidence that has been used	Pages 24 - 25	Activity Resource 2.2	aorta artery atrium blood capillaries carbon dioxide circulatory system heart lungs vein ventricles

					to support or refute ideas or arguments.			
Autumn Term: Topic 2 - Healthy Bodies	3		3a) walt: understand the body requires additional oxygen during exercise so the heart need to work harder 3b)walt: collect valid data and explain why it can be used to support ideas about breathing and exercise	2. Lung capacity	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate L.O. Report and present 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. L.O. Identify scientific evidence that has been used to support or refute ideas or arguments.	Page 26		de-oxygenated exercise oxygen pulse
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Autumn Term: Topic 2 - Healthy Bodies	4	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	3a) walt: describe how food label information can help them make choices about their diet 3b) walt: know the difference between drugs and medicines and know that	1. Diet 2. What is a drug?	Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings	Pages 27 - 28	Activity Resource 2.4	nicotine drugs prescriptive oxygenated respiration addiction

			drugs affect how the body works					
Autumn Term: Topic 2 - Healthy Bodies	5	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Ask children to vote on whether	5a) walt: know how smoking affect how the body function 5b)walt: explain how alcohol can affect how the body function	3. Cigarettes and alcohol	Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings	Page 29	Activity Resource 2.5 Activity Resource 2.6	nicotine oxygenated respiration addiction alcohol
Autumn Term: Topic 2 - Healthy Bodies	6	Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	6a) walt: explain the importance of nutrients and water on the body	4. Meet the scientists	Assessing Reading, writing and using a range of scientific terminology Communicating	Page 30	Activity Resource 2.7 Activity Resource 2.8	**nutrients** **data** **fibre**
Assessment				1. Changes in heart and breathing rate 4 Cigarettes and alcohol		Pages 24 / 29	Activity Resource 2.2 Activity Resource 2.5 Activity Resource 2.6	

Science

Year 6: Spring 2:Topic 3- Evolution and Inheritance

National Curriculum: Evolution & Inheritance

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Term	**Week 2 lessons per week**	**National Curriculum Statement**	**WALT**	**Resources/Use all or some of the following activities to cover this objective**	**NC/Working scientifically skills developed in the activities**	**Switched on Science Teacher's Guide reference**	**Switched on Science resources**	**Vocabulary**

Spring Term: Topic 3 - Evolution and inheritance	1	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	1a) walt: brainstorm what we know about evolution and inheritance 1b) walt:talk about the changes that have occurred in living things over millions of years	1. Life on Earth Timeline	Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings	Pages 35 - 36		prehistoric times fossil
Spring Term: Topic 3 - Evolution and inheritance	2	Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.	2a) walt:know that Mary Anning provided evidence through her collection of fossils	2. Fossils and Mary Anning	Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings	Page 37		Evolve adaptation prehistoric times evolution: fossil survive
Spring Term: Topic 3 - Evolution and inheritance	3	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.	3a) walt: Recognise that humans and other living things produce offspring of the same kind 3b) walt: explain that new breeding takes a number of generations for change to happen	1. Guess who? 2. Designer dogs	Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings Assessing Reading, writing and using a range of scientific terminology	Pages 38 - 39		Evolve adaptation prehistoric times evolution: fossil inherited trait characteristic offspring natural selection survive prehistoric: variety
Term	**Week 2 lessons per week**	**National Curriculum Statement**	**WALT**	**Resources/Use all or some of the following activities to cover this objective**	**NC/Working scientifically skills developed in the activities**	**Switched on Science Teacher's Guide reference**	**Switched on Science resources**	**Vocabulary**

Spring Term: Topic 3 - Evolution and inheritance	4	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	4a) Walt: identify different ways that an animal has adapted to survive in its habitat 4b) walt: identify different ways that plants have adapted to survive in its habitat	3. Adaptation	Identify scientific evidence that has been used to support or refute ideas or arguments. Assessing Reading, writing and using a range of scientific terminology	Pages 39 - 40	Activity Resource 3.1 Activity Resource 3.2 Activity Resource 3.3	Evolve adaptation inherited trait characteristic offspring variety
Spring Term: Topic 3 - Evolution and inheritance	5	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	5b) walt: explain how animals are adapted to where they live 5a) walt: plan to carry out a test to show how animals or plants have adapted to where they live (evolution)	1. How have they changed?	Testing conducting fair tests, explaining which variables need to be controlled and why, recognising when further tests are needed. Identify scientific evidence that has been used to support or refute ideas or arguments. Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings	Pages 41 - 42	Activity Resource 3.4 Activity Resource 3.5	evolution: habitat environment
Spring Term: Topic 3 - Evolution and inheritance	6	Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	6a) walt: use data to prove that living things are adapted to their environment and they will survive and evolve Assessment	2. Natural Selection	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Identifying scientific evidence that has been used to support or refute ideas or arguments. Testing conducting fair tests, explaining which variables need to be controlled and why,	Pages 42 - 43	Activity Resource 3.4 Activity Resource 3.5	**Charles Darwin Natural selection evolve**

				recognising when further tests are needed.			
Assessment			2. Designer dogs 2. Natural selection		Pages 39 / 42	Activity Resource 3.4 Activity Resource 3.5	

Science

Year 6: Summer 1 or 2 (due to Sats): Topic 4- Light

National Curriculum: Light

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Summer term: Topic 4 - Light	1	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	1a) walt: brainstorm what we know about light 1b) walt: make links between light travels in straight lines and when blocked a shadow is made	1. How does light travel?	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Pages 47 - 48		cornea: eye lens: light ray: pupil: coloured part (iris) straight line :

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Summer term: Topic 4 - Light	2	Recognise that light appears to travel in straight lines. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	2a) walt: gather and record measurements and explain why their silhouette is the same shape as themselves 2b)walt: explain, using their data, the pattern of the shadow across the day	2. Introduction to puppets. 3. Pattern seeking from shadows.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Page 49	Activity Resource 4.1	**Silhouette Opaque Blocked Shadow East west north south direction**
Summer term: Topic 4 - Light	3	Recognise that light appears to travel in straight lines	3a) walt: describe how light travels explain what happens when light is reflected in the periscope	1. Mirror Image	Communicating Reporting on findings from enquires through oral and writing explanations, justifying conclusions, forming theories to support findings	Pages 50 - 51	Activity Resource 4.2 Activity Resource 4.3	**Periscope Reflect Reflective**
Summer term: Topic 4 - Light	4	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 then to our eyes	4a) walt: draw a correct diagram and explain what happens when light is reflected from objects into our eyes 4b) walt: talk about how	2. Seeing is believing 1. Observing the unexpected	Recording Recording data and results of increasing complexity, using labelled diagrams, keys	Pages 51 - 52		

			refraction makes things look different					
Term	**Week 2 lessons per week**	**National Curriculum Statement**	**WALT**	**Resources/Use all or some of the following activities to cover this objective**	**NC/Working scientifically skills developed in the activities**	**Switched on Science Teacher's Guide reference**	**Switched on Science resources**	**Vocabulary**
Summer term: Topic 4 - Light	5	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. L.O. 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.	5a)) walt: choose how to record and communicate your tests 5b) walt: use their observations to draw conclusions	1. Observing the unexpected. 2. Rainbows	Report and present 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.	Pages 53 - 54	Activity Resource 4.4 Activity Resource 4.5 Activity Resource 4.6 Activity Resource 4.7	reflection: reflect light bouncing surface object rainbow symmetry
Summer term: Topic 4 - Light	6		Assessment		Report and present 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.	Pages 54 - 55		
Assessment						Pages 47 / 51		

Science

Year 6: Spring 1: Topic 5- Electricity

National Curriculum: Electricity

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Spring Term: Topic 5 - Electricity	1	Use recognised symbols when representing a simple circuit in a diagram	1a) walt: brainstorm what we know about electricity 1b) walt: use the circuit symbol cards to draw a circuit	1. Liquorice allsorts circuit diagram.	Recording Recording data and results of increasing complexity, using labelled diagrams, keys	Page 59	Activity Resource 5.1	**Cell Battery Simple circuit complete bulb**
Spring Term: Topic 5 - Electricity	2	Use recognised symbols when representing a simple circuit in a diagram.	2a)walt: read and make circuit diagrams	2. It's faulty.	Recording Recording data and results of increasing complexity, using labelled diagrams, keys	Page 60	Activity Resource 5.2	battery series of cells blow

			2b)walt: Explain why circuit diagrams do and do not work					electricity power circuit complete component wire electrons negatively charged particles filament fuse
Spring Term: Topic 5 - Electricity	3	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. L.O. 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.	3a) WALT: make links between what is changed and the results in the circuit 3b) WALT: use circuit symbols to illustrate the changes	1. How bright?	Report and present 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.	Page 61		**resistance switches voltage**
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Spring Term: Topic 5 - Electricity	4	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.	4a) WALT: know that changing the wire in a circuit can effect the brightness of a bulb or the loudness of the sound	2. Changing light, sound and movement	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of	Page 62		**brightness bright brighter brightest loud louder loudest**

			4) WALT: carry out fair tests to answer questions and give reasons for their results	trust in results, in oral and written forms such as displays and other presentations.			
Spring Term: Topic 5 - Electricity	5	Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 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. Use recognised symbols when representing a simple circuit in a diagram. Have the children	5a) WALT: design a game and use standard symbols to illustrate the circuit 5b) WALT: make a game and use standard symbols to illustrate the circuit 1. Games galore	Recording Recording data and results of increasing complexity, using labelled diagrams, keys	Page 63		**Voltage**
Spring Term: Topic 5 - Electricity	6		6a) walt: research and make notes about the changes in electricity and electrical appliances 2. Electricity past and present	Researching Researching the efforts of scientists and identifying evidence that has been used to support or refute theories, successfully sifting key pieces of relevant information Report and present 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.	Page 64		
Assessment			1. Games galore		Page 63		

Science

Year 6: Topic 6- The Titanic

National Curriculum: Working Scientifically

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Term	**Week 2 lessons per week**	**National Curriculum Statement**	**WALT**	**Resources/Use all or some of the following activities to cover this objective**	**NC/Working scientifically skills developed in the activities**	**Switched on Science Teacher's Guide reference**	**Switched on Science resources**	**Vocabulary**
Summer Term: Topic 6 - The Titanic	1			1. Floating and sinking. 2. Water as a force. 3. Boat building	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Use test results to make predictions to set up further comparative and fair tests. Report and present 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	Pages 68 - 71		

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Summer Term: Topic 6 - The Titanic	2		1. Sinking the Titanic	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Report and present 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.	Page 72		
Summer Term: Topic 6 - The Titanic	3		2. Icebergs	Take measurements, use a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Report and present 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	Page 73		

Term	Week 2 lessons per week	National Curriculum Statement	WALT	Resources/Use all or some of the following activities to cover this objective	NC/Working scientifically skills developed in the activities	Switched on Science Teacher's Guide reference	Switched on Science resources	Vocabulary
Summer Term: Topic 6 - The Titanic	4			1. Beating Hypothermia	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate. Report and present 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.	Pages 74 - 75		
Summer Term: Topic 6 - The Titanic	5			2. Design and make a Titanic life jacket	Report and present 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.	Pages 75 - 76		

				Identifying scientific evidence that has been used to support or refute ideas or arguments.			
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Summer Term: Topic 6 - The Titanic	6		3. Raising the Titanic	Plan 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, taking repeat readings when appropriate. Report and present 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.	Pages 76 - 77		
Assessment			1. Beating hypothermia. 3 Raising The Titanic		Pages 74 / 76		