



End of Year Science Expectations: Year 6

Working Scientifically	Living things and their habitats	Animals, inc Humans	Evolution & Inheritance	Light	Electricity
<p>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:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe how living things are classified into broad groups according to common observable characteristics and based on similarities and 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things have changed over time and that fossils provide information about living things that inhabited the 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of

<p>answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> ▪ taking 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, 	<p>differences, including micro-organisms, plants and animals</p> <ul style="list-style-type: none"> ▪ give reasons for classifying plants and animals based on specific characteristics. 	<p>vessels and blood</p> <ul style="list-style-type: none"> ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. 	<p>Earth millions of years ago</p> <ul style="list-style-type: none"> ▪ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents ▪ identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 	<p>because they give out or reflect light into the eye</p> <ul style="list-style-type: none"> ▪ 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 ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p>cells used in the circuit</p> <ul style="list-style-type: none"> ▪ 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
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<p>classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none">▪ using test results to make predictions to set up further comparative and fair tests▪ 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					<p>circuit in a diagram.</p>
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<p>displays and other presentations</p> <ul style="list-style-type: none">▪ identifying scientific evidence that has been used to support or refute ideas or arguments.					
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