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| Year 6 National Curriculum Objectives | | |
| Autumn Term | Spring Term | Summer Term |
| **Living Things and their Habitats**  ▪ 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.    ▪ give reasons for classifying plants and animals based on specific characteristics.  **Electricity**  ▪  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. | **Light**  ▪  recognise that light appears to travel in straight lines.  ▪  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.  ▪  use the idea that light travels in straight lines to explain why shadows have the same shape.  **Animals, Including Humans**  ▪  identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  ▪  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. | **Evolution & Inheritance**  ▪  recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  ▪  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. |
| Year 6 Key Skills | | |
| **Living Things and their Habitats**  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.  Give reasons for classifying plants and animals based on specific characteristics.  Living things can be grouped into microorganisms, plants and animals.  Vertebrates can be grouped as fish, amphibians, reptiles, birds and mammals.  Invertebrates can be grouped as snails and slugs, worms, spiders and insects.  Plants can be grouped as flowering plants (incl. trees and grasses) and non-flowering plants (such as ferns and mosses).  **Electricity**  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 (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.  Use/interpret circuit diagrams to construct a variety of more complex circuits predicting whether they will 'work'. | **Light**  Recognise that light appears to travel in straight lines.  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 the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form).  Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.  **Animals, Including Humans**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term).  Describe the ways in which nutrients and water are transported within animals, including humans.  The heart is a major organ and is made of muscle.  The heart pumps blood around the body through vessels and this can be felt as a pulse.  The heart pumps blood through the lungs in order to obtain a supply of oxygen.  Blood carries oxygen/essential materials to different parts of the body.  During exercise muscles need more oxygen so the heart beats faster and our breathing and pulse rates increase.  Animals are alive; they move, feed, grow, use their senses, reproduce, breathe/respire and excrete.  An adequate, varied and balanced diet is needed to help us grow and repair our bodies (proteins), provide us with energy (fats and carbohydrates) and maintain good health (vitamins and minerals).  Tobacco, alcohol and other 'drugs' can be harmful.  All medicines are drugs, not all drugs are medicines. | **Evolution & Inheritance**  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  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. |