Science Curriculum – Year 6

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| **Living things and their habitats**   * I can 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 * I can give reasons for classifying plants and animals based on specific characteristics. |
| **Animals, including humans**   * I can identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * I can recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * I can describe the ways in which nutrients and water are transported within animals, including humans. |
| **Evolution and inheritance**   * I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| **Light**   * I can 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 * I can 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 * I can use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. |
| **Electricity**   * I can associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit * I can 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 * I can use recognised symbols when representing a simple circuit in a diagram. |