

Assessment sheet for: Science

Class: Year 6

Unit		
Aut 1 Unit title: Living Things and their Habitats	<u>National Curriculum coverage</u> - 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	<u>Key scientific skills</u> - use classification systems and keys to identify some animals and plants in the immediate environment - research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system
Aut 2 Unit title: Electricity	<u>National Curriculum coverage</u> - 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	<u>Key scientific skills</u> - systematically identify the effect of changing one component at a time in a circuit - design and make a set of traffic lights, a burglar alarm or some other useful circuit
Spr 1 Unit title: Evolution and Inheritance	<u>National Curriculum coverage</u> - 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	<u>Key scientific skills</u> - observe and raise questions about local animals and how they are adapted to their environment - compare how some living things are adapted to survive in extreme conditions - analyse the advantages and disadvantages of specific adaptations
Spr 2 Unit title: Animals incl Humans	<u>National Curriculum coverage</u> - 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	<u>Key scientific skills</u> - explore the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health
Sum 1+2 Unit title:	<u>National Curriculum coverage</u>	<u>Key scientific skills</u>
Light	<u>National Curriculum coverage</u> - 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 as the objects that cast them	<u>Key scientific skills</u> - decide where to place rear-view mirrors on cars - design and make a periscope and using the idea that light appears to travel in straight lines to explain how it works - investigate the relationship between light sources, objects and shadows by using shadow puppets - look at a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters