

St Edward's Science Curriculum Map 2020-2021



Year 6

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Working	Animals Including	Electricity	Evolution &	Light	Living Things and
Scientifically	Humans	_	Inheritance	•	Their Habitats
Plan different types of	National Curriculum	National Curriculum	National Curriculum	National Curriculum	National Curriculum
scientific enquiries to	Learning Objectives:	Learning Objectives:	Learning Objectives:	Learning Objectives:	Learning Objectives:
answer questions,					
including recognising	Identify and name the	Associate the	Recognise that living	Recognise that light	Give reasons for
and controlling	main parts of the human	brightness of a lamp or	things have changed over	appears to travel in	classifying plants and
variables where	circulatory system, and	the volume of a buzzer	time and that fossils	straight lines.	animals based on
necessary.	describe the functions of	with the number and	provide information	I can show that light	specific characteristics.
I can plan different	the heart, blood vessels	voltage of cells used in	about living things that	appears to travel in	I can give reasons for
types of scientific	and blood.	the circuit.	inhabited the Earth	straight lines.	classifying plants and
enquiries to answer	I can identify and name	I can show that the	millions of years ago.	Use the idea that light	animals based on
questions, including	the main parts of the	brightness of a lamp or	I can explain that the kinds	travels in straight lines to	specific characteristics.
recognising and	human circulatory system,	the volume of a buzzer	of living things that live on	explain that objects are	Describe how living
controlling variables	and describe the functions	depends on the number	the earth now are	seen because they give	things are classified into
where necessary.	of the heart, blood vessels	and voltage of cells	different from those that	out or reflect light into	broad groups according
Take measurements,	and blood.	used in the circuit.	inhabited the Earth	the eye.	to common observable
using a range of	Recognise the impact of	Compare and give	millions of years ago and	I can use the explanation	characteristics and
scientific equipment,	diet, exercise, drugs and	reasons for variations	that fossils provide this	that light travels in	based on similarities
with increasing	lifestyle on the way their	in how components	information.	straight lines to explain	and differences,
accuracy and	bodies function.	function, including the	Recognise that living	that objects are seen	including micro-
precision, taking	I can recognise the impact	brightness of bulbs,	things produce offspring	because they give out or	organisms, plants and
repeat readings when	of diet, exercise, drugs and	the loudness of	of the same kind, but	reflect light into the eye.	animals.
appropriate.	lifestyle on the way the	buzzers and the on/off	normally offspring vary	Explain that we see things	I can describe how
I can take	body functions.	position of switches.	and are not identical to	because light travels from	plants, animals and
measurements, using a	Describe the ways in	I can compare and give	their parents.	light sources to our eyes	micro-organisms are
range of scientific	which nutrients and	reasons for variations	I can explain that living	or from light sources to	classified into broad
equipment, with	water are transported	in how components	things produce offspring of	objects and then to our	groups according to
increasing accuracy	within animals, including	function, including the	the same kind, but	eyes.	common observable
and precision, taking	humans.	brightness of bulbs, the	normally offspring vary	I can demonstrate and	characteristics and
repeat readings when	I can describe the ways in	loudness of buzzers and	and are not identical to	explain that we see things	based on similarities and
appropriate.	which nutrients and water		their parents.	because light travels from	differences.
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labels, classification keys, tables, scatter graphs, and bar and line graphs. I can record data and

I can record data and results of increasing complexity, using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Use test results to make predictions to set up further comparative and fair tests.

I can 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.

orStrEdward's Science Curriculum Map 2020 2020 r eyes or

animals, including humans.

switches.

Use recognised Yeal symbols when representing a simple circuit in a diagram.

I can draw a diagram using recognised symbols to represent a simple circuit.

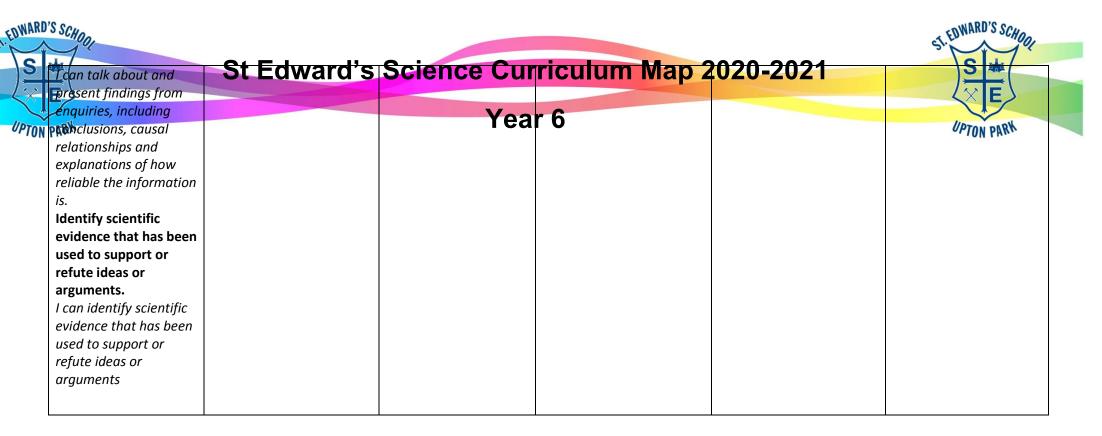
plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

I can give examples of how animals and plants are adapted to suit their environment in different ways and can explain that adaptation may lead to evolution. 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.

I can demonstrate that light travels in straight lines to show why shadows have the same shape as the objects that cast them.





Subject Leader: Mr Callender-Ferrier