

	Autumn 1	Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2					
	Weeks 1-6	Weeks 1-5	Week 6	Weeks 1-5	Week 6	Week 1-3	Week 4-6	Week 1-2	Week 3-6	Week 7-8	Week 9-12				
Year 6 Focus	Living things and their habitats	Electricity	Renewable energy	Light	Light pollution	The circulator system Evolution and inheritance	Diet, drugs and lifestyle	Variation	Adaptations	Fossils	Project work/ Consolidation				
Previous Knowledge Knowledge check for start of each unit	In Year 4 pupils learned that: Living things can be grouped in different ways Explored and used classification keys to help group, identify and name a variety of living things in their local and wider environment Environments change and that this can sometimes pose a danger to living things	In year 4 pupils learned: identify common appliances that run on electricity To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit To recognise some common conductors and insulators, and associate metals with being good conductors		Pupils first visited light in year 2 and should know - that they need light to see things and that dark is the absence of light - that light is reflected from surfaces - light from the sun can be dangerous and how to protect their eyes - shadows are formed when the light from a light source is blocked by an opaque object - find patterns in the way that the size of shadows change		In year 3 pupils learned: To identify that humans and some other animals have skeletons and muscles for support, protection and movement In year 4 pupils learned: To describe the simple functions of the basic parts of the digestive system in humans		Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function		In Year 4 pupils learned that: Living things can be grouped in different ways Explored and used classification keys to help group, identify and name a variety of living things in their local and wider environment Environments change and that this can sometimes pose a danger to living things		In Year 4 pupils learned that: Living things can be grouped in different ways Explored and used classification keys to help group, identify and name a variety of living things in their local and wider environment Environments change and that this can sometimes pose a danger to living things		Year 3 Fossils Pupils learned: To describe in simple terms how fossils are formed when things that have lived are trapped within rock	
Key concepts	I can- describe how living things are classified into broad groups according to common observable characteristics	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- Identify what renewable energy is. I can explain how we use renewable energy.	I can- recognise that light appears to travel in straight lines I can use the idea that light travels in straight lines to	I can- Identify what light pollution is Identify how we can reduce light pollution	I can- identify and name the main parts of the human circulatory system describe the functions of the	I can- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Pupils should learn how to	I can- recognise that living things produce offspring of the same kind, but normally offspring vary and are not	I can- identify how animals and plants are adapted to suit their environment in different ways and that	I can- recognise that living things have changed over time and that fossils provide information about living things that					

	<p>and based on similarities and differences, including micro-organisms, plants and animals</p> <p>To give reasons for classifying plants and animals based on specific characteristics</p>	<p>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</p> <p>use recognised symbols when representing a simple circuit in a diagram</p>		<p>explain that objects are seen because they give out or reflect light into the eye</p> <p>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</p> <p>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.</p>		<p>heart, blood vessels blood</p> <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p>describe the work of William Harvey</p>	<p>keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.</p> <p>Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.)</p>	<p>identical to their parents</p>	<p>adaptation may lead to evolution</p> <p>discover the work of key scientists like Mary Anning, Charles Darwin, Alfred Wallace</p>	<p>inhabited the Earth millions of years ago</p>	
Vocabulary	<p>Micro-organism (Examples of microorganisms include bacteria, archaea, algae, protozoa, and microscopic animals such as the dust mite.)</p> <p>Vertebrates: fish, amphibians, reptiles, birds and mammals</p> <p>Invertebrates: insects, spiders, snails and worms</p> <p>Species</p>	<p>Conductor Insulator Socket Series circuit Cells Volts Generator Turbine Fuses Thomas Edison</p>	<p>solar power wind power renewable non-renewable solar panels wind turbine global warming greenhouse gases</p>	<p>Light wave Light source Concave Convex Filters Lens Retina Cornea Iris Pupil</p>	<p>migration glare light trespass skyglow light pollution urban rural light emission appliance light pollution</p>	<p>Blood vessel Atriums William Harvey Cardiovascular Cardiologist Ultrasound Capillaries Pulse Ventricles</p>	<p>diet, exercise, life style health Well being</p> <p>Smoking / drinking/ legal drugs / illegal drugs</p>	<p>Off-spring Adaptation Evolution Inheritance Palaeontologist Charles Darwin Genes Chromosomes Syndrome Genotype</p>	<p>Off-spring Adaptation Evolution Inheritance Palaeontologist Charles Darwin Genes Chromosomes Syndrome Genotype</p>	<p>Off-spring Adaptation Evolution Inheritance Palaeontologist Charles Darwin Genes Chromosomes Syndrome Genotype</p>	

	Fungi Monera Bacteria Protista										
Link book	Classifying animals into vertebrates and invertebrates					Pig Heart Boy	Pig Heart Boy	Wonder	Wonder	Wonder	
Knowledge mat	Year 6 Classification knowledge	Year 6 electricity	Year 6 electricity	Year 6 light	Year 6 light	Year 6 circulatory systems	Year 6 circulatory systems	Year 6 Evolution and Inheritance	Year 6 Evolution and Inheritance	Year 6 Evolution and Inheritance	
Enrichment											