
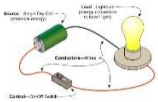

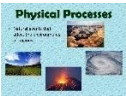






## Year 6 Science Implementation

These statements are used to assess the impact of our teaching intention and the progress of the children during their learning journey.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	 <p>Materials</p>	 <p>Electricity with Circuits</p>	 <p>Animal Classification and The Human Body</p>	 <p>Physical Processes</p>	 <p>Keeping Healthy</p>	 <p>The Why Factor A The Scientific Process</p>
	<p>I can compare and group everyday <b>materials</b> based on <b>comparative</b> and <b>fair tests</b>. I know that some materials will <b>dissolve</b> in <b>liquid</b> to form a <b>solution</b>, and describe how to recover a <b>substance</b> from a <b>solution</b> I can plan an <b>investigation</b> which includes recognising and <b>controlling variables</b>, and measuring using <b>scientific equipment</b> with <b>precision</b>.</p>	<p>I can identify and name parts of a simple <b>electric series circuit</b>. I can explain that short circuits may make wires heat up, that <b>fuses</b> are safety devices triggered through <b>short circuits</b>. I can explain the effect of changing the <b>voltage</b> of a battery. I can associate the brightness of a <b>lamp</b> or the volume of a <b>buzzer</b> with the number and <b>voltage</b> of <b>cells</b> used in the circuit I can compare and give reasons for <b>variations</b> in how <b>components</b> function, including the brightness of <b>bulbs</b>, the loudness of <b>buzzers</b> and the on/off position of <b>switches</b></p>	<p>I can describe how <b>living things</b> are <b>classified</b> into broad groups according to common <b>observable characteristics</b> and based on <b>similarities</b> and <b>differences</b>. I can explain how to <b>classify micro-organisms, plants</b> and <b>animals</b>. I can give reasons for <b>classifying</b> plants and animals based on <b>specific characteristics</b>.</p>	<p>I can explain the process of <b>dissolving</b>. I can plan an investigation into the <b>factors</b> that affect the rate of <b>evaporation</b>. I can use knowledge of <b>solids, liquids</b> and <b>gases</b> to decide how <b>mixtures</b> might be <b>separated</b>, including through <b>filtering, sieving</b> and <b>evaporating</b>. I can demonstrate that dissolving, mixing and <b>change of state</b> are <b>reversible</b> changes. I can explain that some changes result in the <b>formation</b> of new <b>materials</b>. I can explain that some changes cannot be reversed, including changes associated with <b>burning</b> and the action of <b>acid</b> on <b>bicarbonate of soda</b>.</p>	<p>I can identify and name the main parts of the human <b>circulatory system</b>, and describe the functions of the <b>heart, blood vessels</b> and <b>blood</b>. I can describe the ways in which <b>nutrients</b> and water are <b>transported</b> within animals, including humans. I know what a <b>healthy diet</b> is and understand different <b>food types</b>. I understand the importance of <b>exercise</b> and what effect it has. I know how to look after my body.</p>	<p>I can explain the observed <b>phenomena</b> due to air in food using <b>scientific evidence</b>. I can explain why eggs sometimes float in water. I can take <b>measurements</b>, using a range of <b>scientific equipment</b>, with increasing <b>accuracy</b> and <b>precision</b>, taking repeat readings when appropriate. I can explain the <b>forces</b> involved in protecting an egg. I can record <b>data</b> and results of increasing complexity using appropriate <b>tables, keys</b> and <b>graphs</b>. I can report and present findings from <b>enquiries</b>, including <b>conclusions, causal relationships</b>, explanations of and <b>degree of trust</b> in results, in oral and written forms</p>