

St Theresa's Primary School Science Curriculum Coverage 2022/23

Year 1 Autumn 1 Celebrations

Unit: Celebrations	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
Light and shadow	Materials	<ul style="list-style-type: none"> <li>• Describe the simple properties of a variety of everyday materials</li> <li>• Identify and name a variety of everyday materials</li> <li>• To distinguish between an object and the materials from which it is made</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions and recognising they can be answered in different ways</li> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Observing closely</li> <li>• Performing simple tests. Gathering and recording data to help answer questions</li> </ul>
Food and our Senses	Plants	<ul style="list-style-type: none"> <li>• Identify the basic structure of a variety of common flowering plants</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Using observations and ideas to suggest answers to questions</li> </ul>

Year 1 Autumn 2 Who am I?

Unit: Who am I?	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
My body	Animals including humans	<ul style="list-style-type: none"> <li>• Identify, name, draw and label the basic parts of the human body</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and classifying</li> <li>• Gathering and recording data to help answer questions</li> </ul>

		<ul style="list-style-type: none"> <li>• Say which part of the body is associated with each sense</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
--	--	---	---

Year 1 Spring 1: Moon Zoom

Unit: Moon Zoom	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	<ul style="list-style-type: none"> <li>• Describe the simple physical properties of a variety of everyday materials.</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> <li>• Gather and record data to help in answering questions.</li> <li>• Ask simple questions and recognise that they can be answered in different ways.</li> <li>• Perform simple tests.</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials have different properties, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid; waterproof or not waterproof.</li> <li>• Materials can be grouped according to their properties.</li> <li>• Data can be recorded and displayed in different ways, including tables, pictograms and drawings.</li> <li>• Question words include what, why, how, when, who and which.</li> <li>• Simple tests can be carried out by following a set of instructions.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and describe the simple physical properties of some everyday materials, such as hard or soft; stretchy or stiff; rough or smooth; opaque or transparent; bendy or rigid and waterproof or not waterproof.</li> <li>• Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.</li> <li>• With support, gather and record simple data in a range of ways</li> </ul>

			<p>(data tables, diagrams, Venn diagrams).</p> <ul style="list-style-type: none"> <li>• Ask simple scientific questions.</li> <li>• With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.</li> </ul>
--	--	--	---

Year 1 Spring 2: Holiday

Unit: Holiday	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Materials	<ul style="list-style-type: none"> <li>• Describe the simple properties of a variety of everyday materials</li> <li>• Identify and name a variety of common animals including fish, birds and mammals.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and classifying</li> <li>• Performing simple tests. Gathering and recording data to help answer questions</li> <li>• Asking simple questions and recognising that they can be answered in different ways</li> </ul>

Year 1 Summer 1: Treasure Island

Unit: Treasure Island	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Materials	<ul style="list-style-type: none"> <li>• Compare and group together a variety of everyday materials on the</li> </ul>	<ul style="list-style-type: none"> <li>• Performing simple tests. Gathering and recording</li> </ul>

		basis of their simple physical properties <ul style="list-style-type: none"> <li>•</li> </ul>	data to help answer questions
	Plants	<ul style="list-style-type: none"> <li>• Identify and name a variety of common plant</li> </ul>	<ul style="list-style-type: none"> <li>• Performing simple tests. Gathering and recording data to help answer questions</li> </ul>
	Animals including Humans	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals including fish</li> </ul>	<ul style="list-style-type: none"> <li>• Observing closely using simple equipment</li> </ul>

Year 1 Summer 2: On Safari

Unit: On Safari	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals including humans	<ul style="list-style-type: none"> <li>• Identify and name a variety of common animals – invertebrates</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Observing closely using simple equipment</li> <li>• Asking simple questions and recognising that they can be answered in different ways</li> <li>• Perform simple tests. Gather and record data to help answer questions</li> <li>• Identifying and classifying</li> </ul>

Year 2 Autumn 1 Material Monsters

Unit: Material Monsters	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Uses of everyday materials	<ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and classifying</li> <li>Observing closely using simple equipment</li> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Gathering and recording data to help in answering questions</li> <li>Using their observations and ideas</li> </ul>

Year 2 Autumn 2 Healthy Me

Unit: Healthy Me	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals, including humans	<ul style="list-style-type: none"> <li>Describe the importance for humans of exercise, eating the right amounts of different food, and hygiene</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Asking simple questions</li> <li>Using observations and ideas to suggest answers to questions</li> <li>Performing simple tests. Using observations and ideas to suggest answers to questions</li> <li>Identifying and classifying</li> <li>Performing simple tests</li> </ul>

Year 2 Spring 1 Move it

Unit: Move it	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Uses of everyday materials	<ul style="list-style-type: none"> <li>• To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> <li>• Using a force to make something move</li> </ul>	<ul style="list-style-type: none"> <li>• Performing simple tests.</li> <li>• Identifying and classifying.</li> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Asking simple questions and recognising that they can be answered in different ways</li> </ul>

Year 2 Spring 2 Little Masterchefs

Unit: Little Masterchefs	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals including humans	<ul style="list-style-type: none"> <li>• To describe the importance of hygiene</li> <li>• To identify and compare the suitability of a variety of everyday materials for particular purposes</li> <li>• To describe the importance of humans eating the right amounts of different types of food, and hygiene</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Using observations and ideas to suggest answers to questions</li> <li>• Identifying and classifying</li> <li>• Performing simple tests.</li> <li>• Gathering and recording data to help answer questions</li> </ul>

Year 2 Summer 1: Young Gardeners

Unit: Young Gardeners	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Plants	<ul style="list-style-type: none"> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Identify and compare the suitability of a variety of everyday materials for particular uses</li> </ul>	<ul style="list-style-type: none"> <li>• Performing simple tests</li> <li>• Gathering and recording data to help answer questions</li> <li>• Observing closely, using simple equipment</li> <li>• Identifying and classifying</li> </ul>

Year 2 Summer 2: Mini Worlds

Unit: Mini Worlds	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Uses of everyday materials	<ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials for particular uses</li> </ul>	<ul style="list-style-type: none"> <li>• Observing closely using simple equipment</li> <li>• Gathering and recording data to help answer questions</li> <li>• Using observations and ideas to suggest answers to questions</li> </ul>

	Living things and their habitats	<ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead and things that have never been alive</li> <li>• To describe how different habitats provide for the basic needs of different kinds of animals and plants.</li> <li>• To use the idea of a simple food chain</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and classifying</li> <li>• Using observations and ideas to suggest answers to questions.</li> <li>• Gathering and recording data to help in answering questions.</li> </ul>
--	----------------------------------	--	--

Year 3 Autumn 1: Food and Our Bodies

Unit: Food and our Bodies	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals including Humans Nutrition	<ul style="list-style-type: none"> <li>• To learn about healthy and balanced diets</li> </ul>	<ul style="list-style-type: none"> <li>• To gather, record and present data in different ways</li> </ul>
	Animals including Humans – The Skeleton	<ul style="list-style-type: none"> <li>• To describe the basic parts of the skeletal system</li> <li>• To look at joints, and how bones and muscles help us move</li> </ul>	<ul style="list-style-type: none"> <li>• To observe and compare animals with and without skeletons</li> <li>• To make systematic and careful observations</li> </ul>

Year 3 Autumn 2: Earth Rocks

Unit: Earth Rocks	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Rocks	explore different kinds of rocks and their properties explore different types of rock families	<ul style="list-style-type: none"> <li>To collect and record data from observations and tests</li> <li>To set up and carry out simple practical activities</li> </ul>
	Soils	recognise that soil comes from rock	<ul style="list-style-type: none"> <li>To classify and use a key</li> <li>To set up and carry out simple practical activities and fair tests</li> </ul>
	Fossils	find out how fossils are formed	<ul style="list-style-type: none"> <li>To use results to draw conclusions and suggest improvements or new questions</li> <li></li> </ul>

Year 3 Spring 1: We are Astronauts

Unit: We are Astronauts	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Space	<ul style="list-style-type: none"> <li>To observe and draw the Moon from real life and secondary sources</li> <li>Use knowledge of materials and forces</li> <li>To describe what happened in the 'Space Race' in the 1960.</li> </ul>	<ul style="list-style-type: none"> <li>Make systematic and careful observations</li> <li>To make a rocket and explain how it works, carry out an investigation and how to improve it</li> </ul>

		<ul style="list-style-type: none"> <li>• Use knowledge of materials and forces</li> <li>• To identify which foods are best to take into space and explain why</li> <li>• To know what factors affect the design of a space suit.</li> </ul>	<ul style="list-style-type: none"> <li>• To develop and build some model rockets and a Moon lander.</li> <li>• To carry out practical activities</li> </ul>
--	--	---	---

Year 3 Spring 2: Mirror Mirror

Unit: Mirror Mirror	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Light	<ul style="list-style-type: none"> <li>• To describe the reflections when light is reflected from surfaces</li> <li>• To describe how shadows are formed</li> <li>• To research and gather some key facts about how mirrors have been made over the centuries</li> <li>• To research and gather some key facts about how mirrors have been made over the centuries.</li> </ul>	<ul style="list-style-type: none"> <li>• To record observations and make sense of them</li> <li>• To design and carry out a fair test</li> </ul>

Year 3 Summer 1: How Does Your Garden Grow

Unit: How Does Your Garden Grow	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Plants	<ul style="list-style-type: none"> <li>• To identify and describe the functions of the different parts of flowering plants</li> <li>• To explore exactly what plants need to live and grow, and how these requirements vary from plant to plant</li> <li>• To explore the role that flowers play in the life cycles of plants, from pollination to seed spreading</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• To set up simple practical enquiries</li> <li>• To ask relevant questions and use different types of scientific enquiry to answer them</li> <li>• To record the findings using drawings and labelled diagrams</li> </ul>

Year 3 Summer 2: Opposites Attract

Unit: Opposites Attract	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Forces and magnets	<ul style="list-style-type: none"> <li>• To observe the forces that magnets produce</li> </ul>	<ul style="list-style-type: none"> <li>• To report and present findings from enquiries</li> </ul>

Year 4 Autumn 1: Brilliant Bubbles

Unit: Brilliant Bubbles	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Working Scientifically	<ul style="list-style-type: none"> <li>• Compare materials - solids, liquids and gases</li> <li>• Observe some materials change state when they are heated.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Set up simple practical enquiries, comparative and fair tests</li> <li>• Ask relevant questions and use different types of scientific enquiries to answer them</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Make systematic and careful observations, record findings.</li> </ul>

Year 4 Autumn 2: Power it up

Unit: Power it up	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Electricity	<ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct simple series circuits, identifying and naming basic parts,</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a simple practical enquiry.</li> <li>• Make systematic and careful observations.</li> <li>• Draw simple conclusions.</li> </ul>

		<p>including cells, wires, bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Construct simple series circuits.</li> <li>• Recognise some common conductors and insulators, and associate metals with being good conductors.</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a series circuit.</li> </ul>	
--	--	---	--

Year 4 Spring 1: Teeth and Eating

Unit: Teeth and Eating	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals including humans	<ul style="list-style-type: none"> <li>• Identify different types of teeth in humans and their simple functions</li> <li>• Describe the simple functions of the basic</li> </ul>	<ul style="list-style-type: none"> <li>• Make systematic and careful observations</li> <li>• Use different types of scientific enquiries – using secondary data to</li> </ul>

		<p>parts of the digestive system in humans</p> <ul style="list-style-type: none"> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p>research, to answer questions</p> <ul style="list-style-type: none"> <li>• Report on findings including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Carry out a simple practical enquiry.</li> <li>• Make systematic and careful observations.</li> </ul>
--	--	---	--

Year 4 Spring 2 What's that Sound?

Unit: What's that Sound?	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Sound	<ul style="list-style-type: none"> <li>• Identify how sounds are made, associating them with something vibrating</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<ul style="list-style-type: none"> <li>• Make systematic and careful observations, record findings, identify differences, similarities or changes.</li> <li>• Carry out simple practical enquiries, comparative and fair tests, take systematic and careful observations, record findings, identify differences, similarities or changes.</li> </ul>

		<ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather and record data.</li> <li>• Take systematic and careful observations, using data loggers.</li> <li>• Record findings.</li> <li>• Identify differences, similarities or changes.</li> </ul>
--	--	--	--

Year 4 Summer 1: Looking at States

Unit: Looking at States	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	States of matter	<ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe some materials change state when they are heated, and measure or research the temperature at which this happens in degrees Celsius.</li> <li>• Identify the part played by evaporation and condensation in the water cycle, and associate the rate of</li> </ul>	<ul style="list-style-type: none"> <li>• Classify in a variety of ways to help in answering a question</li> <li>• Make systematic and careful observations.</li> <li>• Carry out a simple practical enquiry – comparative test.</li> <li>• Take accurate measurements.</li> <li>• Use results to draw simple conclusions.</li> <li>• Make systematic and careful observations.</li> <li>• Take measurements. Identify differences, similarities or changes related to simple processes.</li> </ul>

		<ul style="list-style-type: none"> <li>evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>Set up a simple practical enquiry. Comparative and fair test. Gather and record data. Report on findings and conclusions.</li> </ul>
--	--	---	---

Year 4 Summer 2: Living Things

Unit: Living Things	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Living things and their habitats.	<ul style="list-style-type: none"> <li>Recognise that living things can be grouped in a variety of ways.</li> <li>Explore and use classification keys to help group, identify and name a variety of living things.</li> </ul>	<ul style="list-style-type: none"> <li>Classify in a variety of ways to help in answering a question.</li> </ul>

Year 5 Autumn 1:

Unit: Material World	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Properties and changes of materials	<ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties.</li> <li>Know that some materials will dissolve in liquid to form a solution.</li> </ul>	<ul style="list-style-type: none"> <li>Planning different types of enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>Recording data and results using a range of</li> </ul>

		<ul style="list-style-type: none"> <li>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</li> <li>• Explain that some changes result in the formation of new materials, and this kind of change is not usually reversible.</li> </ul>	<p>scientific equipment reporting and presenting findings, including conclusions, causal relationships.</p> <ul style="list-style-type: none"> <li>• <i>To know about the life and work of scientists – (not statutory)</i></li> </ul>
--	--	---	--

Year 5 Autumn 2: Super Scientists

Unit: Super Scientists	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Working scientifically	<ul style="list-style-type: none"> <li>• Compare everyday materials on the basis of their properties.</li> <li>• <i>To know about the life and work of a forensic scientist (not statutory).</i></li> <li>• Be able to research different kinds of science activities and share them with other people. <i>(not – statutory)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Planning different types of scientific enquiry to answer questions.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments.</li> <li>• Record data and results, report and present findings,</li> </ul>

			<p>including conclusions, causal relationships and explanations.</p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiry</li> </ul>
--	--	--	---

Year 5 Spring 1: Circle of Life

Unit: Circle of Life	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Living things and their habitats	<ul style="list-style-type: none"> <li>• Describe the life processes of reproduction in some plants.</li> <li>• Describe the differences in the life cycles of an insect and a frog.</li> <li>• Describe the differences in the life cycles of a bird and a mammal.</li> <li>• Describe the process of reproduction in some animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning different types of enquiries to answer questions, including recognising and controlling variables where necessary.</li> <li>• Recording data and results using a range of scientific equipment, reporting and presenting findings, including conclusions, causal relationships</li> <li>• Planning different types of enquiries to answer questions researching using secondary sources.</li> </ul>

Year 5 Spring 2: Out of this World

Unit: Out of this World	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Earth and Space	<ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Use the idea of the Earth's rotation to explain day and night.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Planning different scientific enquiry to answer questions – research using secondary data.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments. Know about the life and work of scientists – Aristotle, Ptolemy, Copernicus.</li> <li>• To use simple models to explain scientific ideas. <i>(not in Statutory Requirements)</i></li> </ul>

Year 5 Summer 1: Growing up and Growing Old

Unit: Growing up and Growing Old	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals, including humans	<ul style="list-style-type: none"> <li>• Describe the changes humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>• Record data, report and present findings.</li> <li>• Plan different types of scientific enquiry –</li> </ul>

			<p>survey and record data using graphs.</p> <ul style="list-style-type: none"> <li>• Plan different types of scientific enquiry to answer questions – research using secondary sources</li> </ul>
--	--	--	---

Year 5 Summer 2: Let's Get Moving

Unit: Growing up and Growing Old	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals, including humans	<ul style="list-style-type: none"> <li>• Describe the changes humans develop to old age.</li> </ul>	<ul style="list-style-type: none"> <li>• Record data, report and present findings.</li> <li>• Plan different types of scientific enquiry – survey and record data using graphs.</li> <li>• Plan different types of scientific enquiry to answer questions – research using secondary sources</li> </ul>

Year 6 Autumn 1: We are Dinosaur Hunters

Unit: We are Dinosaur Hunters	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Evolution and inheritance	<ul style="list-style-type: none"> <li>• Compare everyday materials on the basis of their properties, thermal conductivity.</li> <li>• Identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan different types of scientific enquiries to answer questions, report and present findings from enquiries.</li> <li>• Plan a scientific enquiry controlling variables where necessary, taking repeat readings when appropriate, using test results to make predictions, present findings, including explanations.</li> <li>• Record data and results, report findings, including conclusions, causal relationships and explanations of and degree of trust in results.</li> </ul>

Year 6 Autumn 2: We're Evolving

Unit: We're Evolving	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Evolution and inheritance	<ul style="list-style-type: none"> <li>• Recognise that living things produce offspring of the same kind, but normally</li> </ul>	<ul style="list-style-type: none"> <li>• Record data and results using tables.</li> <li>• Record data using diagrams</li> </ul>

		<p>offspring vary and are not identical to their parents.</p> <ul style="list-style-type: none"> <li>• Identify how animals and plants are adapted to suit their environment in different ways.</li> <li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li> </ul>	<ul style="list-style-type: none"> <li>• Record results, report and present findings, including conclusions, causal relationships and explanations.</li> <li>• Identify scientific evidence that has been used to support ideas.</li> <li>• To know about the life and work of a scientists – Mary Anning.</li> </ul>
--	--	--	---

Year 6 Spring 1: Let it Shine

Unit: Let it Shine	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Light	<ul style="list-style-type: none"> <li>• Recognise that light appears to travel in straight lines.</li> <li>• Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ul>	<ul style="list-style-type: none"> <li>• Use classification keys</li> <li>• Plan different types of scientific enquiries to answer questions.</li> <li>• To know about the life and work of a scientists – Carl Linnaeus.</li> </ul>

Year 6 Spring 2: Classifying Critters

Unit: Classifying Critters	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Living things and their habitat	<ul style="list-style-type: none"> <li>• How living things are classified into broad groups.</li> <li>• Give reasons for classifying animals based on specific characteristics.</li> <li>• Classify into broad groups according to common observable characteristics and based on similarities and differences – including micro-organisms.</li> <li>• Classify into broad groups according to common observable characteristics and based on similarities and differences – including fungi</li> <li>• Classify into broad groups according to common observable characteristics and based on similarities and differences – Five kingdoms</li> <li>• Classification – Carl Linnaeus</li> </ul>	<ul style="list-style-type: none"> <li>• Use classification keys</li> <li>• Plan different types of scientific enquiries to answer questions.</li> <li>• Plan different types of enquiry – researching using secondary resources.</li> <li>• To know about the life and work of a scientists – Carl Linnaeus.</li> </ul>

Year 6 Summer 1: Electrifying

Unit: Electrifying	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Electricity	<ul style="list-style-type: none"> <li>• Use recognised symbols when representing a simple circuit in a diagram.</li> <li>• Compare the reasons for variations in how components function.</li> <li>• Associate the brightness of a lamp and volume of a buzzer with the number of voltage of cells used in the circuit.</li> </ul>	<ul style="list-style-type: none"> <li>• Record using diagrams.</li> <li>• Record using scientific diagrams and present findings including conclusions.</li> <li>• Identify scientific evidence that has been used to support or refute ideas or arguments about renewable energy.</li> <li>•</li> </ul>

Year 6 Summer 2: Staying Alive

Unit: Staying Alive	NC Strand	Subject Knowledge Learning Outcomes	Working Scientifically Learning Outcomes
	Animals including humans	<ul style="list-style-type: none"> <li>• Identify and name the main parts of the human circulatory system, and describe the main functions of the heart, blood vessels and blood.</li> <li>• Recognise the impact of exercise on the way their bodies function.</li> <li>• Recognise the impact of diet on the way their bodies function.</li> </ul>	<ul style="list-style-type: none"> <li>• Record using scientific diagrams.</li> <li>• Report findings from enquiries e.g. display and other presentations.</li> <li>• Take measurements, using a range of scientific equipment. Record data and results. Report findings, including conclusions, causal relationships and explanations.</li> </ul>

			<ul style="list-style-type: none"><li>• Plan a scientific enquiry to answer question. Identify scientific evidence that has been used to support or refute ideas or arguments.</li><li>• Draw conclusions, causal relationships and explanations.</li><li>• Present findings including conclusions, causal relationship and explanations. Use to support or refute arguments.</li><li>• To know about the life and work of a scientists – John Boyd Orr.</li><li>•</li></ul>
--	--	--	--