



Year	6	Topic	Living things and their habitats
<b>Curriculum objectives</b>			
<ol style="list-style-type: none"> <li>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.</li> <li>Give reasons for classifying plants and animals based on specific characteristics.</li> </ol>			
<b>Classifying</b>			
<ul style="list-style-type: none"> <li>Classify animals according to Carl Linnaeus' system.</li> <li>Classify plants into flowering, mosses, ferns and conifers, based on specific characteristics.</li> <li>Create a branching database/dichotomous key to classify a set of living things.</li> </ul>			
<b>Observing over time</b>			
<ul style="list-style-type: none"> <li>Not relevant</li> </ul>			
<b>Pattern seeking</b>			
<ul style="list-style-type: none"> <li>Not relevant</li> </ul>			
<b>Comparative/Fair testing</b>			
<ul style="list-style-type: none"> <li>Not relevant</li> </ul>			



### Researching

- Research the characteristics of a vertebrate/invertebrate group. (Children present what they've learned in different ways: create a model, write a song, write a story, create a PPT, etc.)
- Research the characteristics of flowering plants, mosses, ferns and conifers.
- Research the difference between bacteria, virus and fungi to give reasons why these are not plants or animals.
- Research how micro-organisms can be helpful or harmful.
- Research unusual animals e.g. axolotl, platypus, kangaroos etc.



Year	6	Topic	Animals, including humans
<b>Curriculum objectives</b>			
<ol style="list-style-type: none"> <li>1. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.</li> <li>2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</li> <li>3. Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ol>			
<b>Classifying</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Observing over time</b>			
<ul style="list-style-type: none"> <li>• Observe pulse rates before, during and after exercise.</li> </ul>			
<b>Pattern seeking</b>			
<ul style="list-style-type: none"> <li>• Children generate questions for investigation such as: <ul style="list-style-type: none"> <li>▪ Do older people have lower pulse rates?</li> <li>▪ Do boys have higher pulse rates?</li> </ul> </li> </ul>			
<b>Comparative/Fair testing</b>			
<ul style="list-style-type: none"> <li>• Complete different activities to compare the impact on their own heart rate.</li> </ul>			
<b>Researching</b>			
<ul style="list-style-type: none"> <li>• Generate questions to research about the human circulatory system. (Children present what they've learned in different ways: create a model, write a song, write a story, create a PPT, etc.)</li> </ul>			



Year	6	Topic	Evolution and inheritance
<b>Curriculum objectives</b>			
<ol style="list-style-type: none"> <li>1. 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> <li>2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> <li>3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ol>			
<b>Classifying</b>			
<ul style="list-style-type: none"> <li>• To show variation in a species: <ul style="list-style-type: none"> <li>▪ Classify a species of animal e.g. cats, dogs</li> <li>▪ classify a species of plant e.g. daffodils, tulips, lilies.</li> </ul> </li> </ul>			
<b>Observing over time</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Pattern seeking</b>			
<ul style="list-style-type: none"> <li>• Use different pieces of equipment, e.g. chopsticks, toothpicks, cutlery, to look for patterns linking the suitability of bird beaks for the available food e.g. rice, grapes, raisins.</li> </ul>			
<b>Comparative/Fair testing</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Researching</b>			
<ul style="list-style-type: none"> <li>• Research different types of a species and their characteristics making them suitable for different habitats e.g. penguins.</li> </ul>			



Year	6	Topic	Light
<b>Curriculum objectives</b>			
<ol style="list-style-type: none"> <li>1. Recognise that light appears to travel in straight lines.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</li> </ol>			
<b>Classifying</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Observing over time</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Pattern seeking</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Comparative/Fair testing</b>			
<ul style="list-style-type: none"> <li>• Investigate the shape of shadows and link this to light travelling in straight lines.</li> </ul>			
<b>Researching</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			



Year	6	Topic	Electricity
<b>Curriculum objectives</b>			
<ol style="list-style-type: none"> <li>1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</li> <li>2. 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.</li> <li>3. Use recognised symbols when representing a simple circuit in a diagram.</li> </ol>			
<b>Classifying</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Observing over time</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Pattern seeking</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			
<b>Comparative/Fair testing</b>			
<ul style="list-style-type: none"> <li>• Investigate the effect of adding more bulbs to a circuit.</li> <li>• Investigate the effect of adding more cells to a circuit.</li> <li>• Investigate the effect of adding more buzzers to a circuit.</li> <li>• Investigate the effect of adding more motors to a circuit.</li> </ul>			
<b>Researching</b>			
<ul style="list-style-type: none"> <li>• Not relevant</li> </ul>			