

Year 6 Science Plan: Summer 2018-2019

Term	Science	Outcomes	NC Links
<p>Summer 1</p> <p>Animals Including Humans</p>	The Circulatory System: Parts	I can identify and name the parts of the human circulatory system.	To identify and name the main parts of the human circulatory system by recalling prior knowledge of systems in the human body and labelling a diagram.
	The Circulatory System: Functions	I can describe the functions of the main parts of the circulatory system	To describe the functions of the heart, blood vessels and blood by investigating how the different parts of the circulatory system work.
	Transporting Water and Nutrients	I can explain how water and nutrients are transported within the body.	To describe the ways in which nutrients and water are transported within animals, including humans in the context of the human body.
	Healthy Lifestyle	I can describe how diet and exercise impact on human bodies.	To recognise the impact of diet and exercise on the way their bodies function by describing the effects of a healthy lifestyle.
	Exercise Investigation	<p>I can plan a scientific enquiry.</p> <p>I can record, report and present results appropriately.</p>	<p>To plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurement with increasing accuracy and precision, taking repeat readings when appropriate by creating an enquiry that compares and categorises different forms of exercise and by taking accurate pulse measurements to gather data.</p> <p>To record data and results of increasing complexity using classification keys, tables, scatter graphs, bar and line graphs. To report findings from enquiries, including conclusions and degree of trust in results, in written forms by reporting and presenting the findings of their enquiry.</p>
	Impact of Drugs and Alcohol	<p>I can explain the impact of drugs and alcohol on the body.</p> <p>I can describe how scientific evidence highlighted the dangers of smoking.</p>	<p>To recognise the impact of drugs on the way their bodies function in the context of drugs and alcohol.</p> <p>To identify scientific evidence that has been used to support or refute ideas or arguments in the context of changing attitudes to smoking.</p>

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<p style="text-align: center;"><u>Summer 2</u></p> <p style="text-align: center;"><u>Scientists</u> <u>and</u> <u>Inventors</u></p>	Stephen Hawking	I can report on my findings from an enquiry inspired by Stephen Hawking's theories about black holes.	To report and present findings from enquiries, including causal relationships, in oral and written forms such as displays and other presentations in the context of Stephen Hawking and his findings on black holes.
	Libbie Hyman	I can use Libbie Hyman's work to classify invertebrates.	To give reasons for classifying plants and animals based on specific characteristics in the context of Libbie Hyman's work on classifying vertebrates and invertebrates.
	The DNA Race	I can identify the evidence scientists used to prove the structure of DNA	To identify scientific evidence that has been used to support or refute ideas or arguments in the context of the race to discover the structure of DNA.
	Alexander Fleming	I can record and interpret data on the effects of penicillin using a scatter graph.	To record data using scatter graphs in the context of Fleming's discovery of penicillin.
	Mary Leakey	I can describe the importance of the fossils found by Mary Leakey.	To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago in the context of Mary Leakey's fossil findings in the Olduvai Gorge.
	Steve Jobs	I can explain how Steve Jobs used electronics to design computers.	To use recognised symbols when representing a simple circuit in a diagram in the context of the invention of Apple computers and the life of Steve Jobs.