Stone Hill School

Curriculum Plan 2019/20

Science/Year 6

Intent:

The Science curriculum will develop and nurture pupils' curiosity by not only following the National Curriculum, but also following their questions and interests to hopefully develop a love, passion and appreciation for Science.

Pupils will continue to develop their scientific knowledge through carefully planned exciting Science opportunities. Pupils will continue to develop an understanding of the process and methods of Science by providing a range of Scientific enquiries, investigations and questions to help them explore the world around them.

Pupils in Year 6 will continue to explore the world around them and confidently raise their own questions. They will experience different types of scientific enquiries, including practical activities, and recognise ways in which they might answer scientific questions. They will use simple features to compare objects, materials and living things and decide how to sort and group them, observe changes over time, and they will be able to notice patterns and relationships. Pupils will ask questions and use simple secondary sources to find answers. Pupils will use simple measurements and equipment to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. Pupils will record and communicate their findings in a range of ways and accurately use simple scientific language.

Term	Week/s	Topic/Theme	Learning Outcome/s Knowledge and Skills To know, to use, to apply…	Literacy Link Numeracy Link SMSC Link
Autumn 1	1-8	Awe and Wonder Science activities	Skill Outcomes: • Using their observations and ideas to suggest answers to questions. • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment. • Performing simple tests. • Identify and classify things. • Gathering and recording data to help in answering questions. • Suggest what has been found out.	**Literacy:** Speaking and listening Writing Reading **Numeracy:** Number Measurement **SMSC:** Enjoy learning about the world around them Co-operate with others
Autumn 2	9-15	Animals including humans- Humans focus	Knowledge Outcomes: • Identify parts of the body. • Identify internal organs. • Name parts of the body. • Draw and label the basic parts of the human body. • Draw and label the main internal organs of the human body. Skill Outcomes: • Identify which part of the body is associated with each sense. • Identify which organ controls which body function. • Sort living and non-living things. • Link the correct part of the human body to each sense.	**Literacy:** Speaking and listening Writing Reading **Numeracy:** Counting Measurement **SMSC:** Enjoy learning about the world around them Co-operate with others
Spring 1	1 - 6	Animals including humans- Animals focus	Knowledge Outcomes: • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Describe the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Name animals by what they eat (carnivore, herbivore and omnivore). Skill Outcomes: • Compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). • Classify animals by what they eat (carnivore, herbivore and omnivore). • Sort animals into categories (including fish, amphibians, reptiles, birds and mammals).	**Literacy:** Speaking and listening Writing Reading **Numeracy:** Counting Measurement **SMSC:** Enjoy learning about the world around them Co-operate with others

			- Sort living and non-living things.	
Spring 2	1 - 6	Plants	Knowledge Outcomes: - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Describe the basic structure of a variety of common flowering plants, including trees. - Name the petals, stem, leaf and root of a plant. - Name the roots, trunk, branches and leaves of a tree. Skill Outcomes: - Identify the basic structure of a variety of common flowering plants, including trees.	**Literacy:** Speaking and listening Writing Reading **Numeracy:** Time Recognising numbers Counting Measurement **SMSC:** Enjoy learning about the world around them Cooperate with others
Summer 1	1 - 5	Materials	Knowledge Outcomes: - Name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. Skill Outcomes: - Identify a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Distinguish between an object and the material from which it is made. - Compare a variety of everyday materials on the basis of their simple physical properties. - Group together a variety of everyday materials on the basis of their simple physical properties. - Explain the materials that an object is made from.	**Literacy:** Speaking and listening Listing (writing) **Numeracy:** Counting Sorting Measuring **SMSC:** Enjoy learning about the world around them
Summer 2	1 - 6	Seasonal Change	Knowledge Outcomes: - Name the seasons. - Describe weather associated with the seasons. - Describe how day length varies with different seasons. - Suggest the type of weather in each season. Skill Outcomes: - Observe changes across the four seasons - Observe weather associated with the seasons and how day length varies. - Comment on changes in the seasons.	**Literacy:** Speaking and listening Reporting **Numeracy:** Counting Measuring **SMSC:** Enjoy learning about the world around them
Whole Year		Working Scientifically	Pupils will be taught to use the following practical scientific methods, processes and skills through the teaching of the curriculum content: - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. - Performing simple tests. - Identifying and classifying. - Using their observations and ideas to suggest answers to questions. - Gathering and recording data to help in answering questions.	
Core Vocabulary: Fish, amphibians, reptiles, birds, mammals, recognise, question, observe, experiment, test, equipment, identify, classify, record, data, sort, measure, report, group, compare.				
Intended impact: During Year 6 the emphasis of the Science curriculum is to provide pupils with opportunities to broaden their Scientific view of the world around them. Pupils are able to speak about their findings and later write about what they have found. Pupils deepen and develop their understating of a range of Scientific ideas. Pupils will have developed their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. During their time in Lower School, pupils will be equipped with the knowledge and skills required to access Year 7 Science.				


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