



Grade 6 Science will be learning...

Term 1	Term 2	Term 3	Working towards
<p>Living things</p> <ul style="list-style-type: none"> the characteristics common to all living things, and their importance to survival of the organism all living things being made of cells, the structure of typical cells, how cells are adapted to their function how cells are organised into tissues, organs and organ systems to efficiently carry out the functions of life how to classify animals and plants into major groups, using some locally occurring examples what is meant by a species. <p>Solids, liquids and gases</p> <p>knowledge of the particle theory of matter and how this can explain the properties of solids, liquids and gases, including changes of state.</p> <p>Solids, liquids, gases</p> <ul style="list-style-type: none"> changes of state, <p>Energy transfers</p> <ul style="list-style-type: none"> different types of energy energy as something that cannot be created or destroyed 	<p>Acids and bases</p> <ul style="list-style-type: none"> how to tell if a solution is an acid or an alkali using a pH scale neutralisation and some of its applications. <p>suggesting ideas that may be tested</p> <p>outlining plans to carry out investigations, considering the variables to control, change or observe</p> <p>making predictions referring to previous scientific knowledge and understanding</p> <p>The Earth and beyond</p> <p>the different types of rocks and soils</p> <p>simple models of the internal structure of the Earth</p> <p>fossils and the fossil record as a guide to estimating the age of the Earth</p> <p>how the movement of the Earth causes the apparent daily and annual movement of the sun and the stars</p> <p>the relative positions and movement of the planets and the Sun in the solar system</p> <p>the impact of the ideas and discoveries of Copernicus, Galileo and more recent scientists</p> <p>the Sun and other stars as sources of light, and that planets</p>	<p>Putting things into groups</p> <ul style="list-style-type: none"> metals and non-metals everyday materials and their physical properties. making predictions and reviewing them against evidence suggesting ideas that may be tested outlining plans to carry out investigations, considering the variables to control, change or observe identifying appropriate evidence to collect and suitable methods of collection choosing appropriate apparatus and using it correctly <p>Habitats and environments</p> <ul style="list-style-type: none"> where organisms live how organisms interact with each other and the environment the influences humans have on the natural environment variation within a species <p>Forces and their effects</p> <ul style="list-style-type: none"> the effects of forces on movement, including friction and air resistance the effects of gravity on objects. being able to talk about the importance of questions, evidence and explanations suggesting ideas that may be tested outlining plans to carry out investigations, considering the variables to control, change or observe 	<p>Gaining scientific knowledge, making predictions, using various ways to take measurements and completing the Cambridge curriculum involving IMYC</p>



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<ul style="list-style-type: none">energy transfers <p>Conservation of energy</p>	<p>and other bodies are seen by reflected light.</p> <p>Microorganisms and disease</p> <ul style="list-style-type: none">• how some micro-organisms can be useful to humans but others are harmful• the use of micro-organisms in food production• how micro-organism activity can cause decay• the work of Louis Pasteur and other scientists studying the human body.	<ul style="list-style-type: none">making predictions referring to previous scientific knowledge and understandingidentifying appropriate evidence to collect and suitable methods of collection	
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