



Copthorne Science Curriculum Long Term Plan: Year 6



Theme/Timescale (number of weeks/term etc.)	Theme	National Primary Curriculum 2014 Science coverage
8 Weeks September	The Nature Library	*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 *Give reasons for classifying plants and animals based on specific characteristics.
7 weeks November	Body Pump	*Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
6 weeks January	Body Health	*Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function *Describe the ways in which nutrients and water are transported within animals, including humans.
6 Weeks March	Everything Changes	*Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago *Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
6 weeks May	Danger! Low Voltage	*Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit *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 *Use recognised symbols when representing a simple circuit in a diagram.
7 weeks June	Light Up Your World.	*Recognise that light appears to travel in straight lines *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 *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 *Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.