

Wales Primary School Science Curriculum: Year 6

Core Scientific Skills	Biology		Physics
<p><u>Working Scientifically</u></p> <ol style="list-style-type: none"> 1. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary 2. Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate 3. Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 4. Using test results to make predictions to set up further comparative and fair tests 5. Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results 6. Identifying scientific evidence that has been used to support or refute ideas or arguments 	<p><u>Living things and their habitats</u></p> <ol style="list-style-type: none"> 1. Describe how living things are classified into broader groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals 2. Give reasons for classifying plants and animals based on specific characteristics 	<p><u>Evolution and inheritance</u></p> <ol style="list-style-type: none"> 1. Recognise that living things have changed over time and that fossils provide information about living things that inhabit the Earth millions of years ago 2. Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 3. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution 	<p><u>Light</u></p> <ol style="list-style-type: none"> 1. Recognise that light appears to travel in straight lines 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 3. Explain that we see things because light travels from a light source to our eyes or via an object to our eyes 4. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
	<p><u>Animals, including humans</u></p> <ol style="list-style-type: none"> 1. Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood 2. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 3. Describe the ways in which nutrients and water are transported within animals including humans <p><u>Link to DT</u></p> <ol style="list-style-type: none"> 2. Understand and apply the principals of a healthy and varied diet 3. Prepare and cook a variety of predominantly savoury dishes using cooking techniques 4. Understand seasonality and know where and how a variety of ingredients are reared, grown, caught and processed 		<p><u>Electricity</u></p> <ol style="list-style-type: none"> 1. Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit 2. Compare and give reasons of variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches 3. Use recognised symbols when representing a simple circuit in a diagram

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Art	Geography	Modern Foreign Languages	Physical Education
<p><u>Create and communicate</u></p> <ol style="list-style-type: none"> 1. Use sketch books to collect, record, review, revisit and evaluate ideas <p><u>Using techniques to create effect</u></p> <ol style="list-style-type: none"> 2. Improve mastery of techniques such as drawing, painting and sculpture with varied materials <p><u>Appreciation of artists who inspire and influence us</u></p> <ol style="list-style-type: none"> 3. Learn about great artists, architects and/or designers 	<p><u>Location Knowledge</u></p> <ol style="list-style-type: none"> 1. Name and locate countries, cities, regions and features of UK 2. Identify latitude, longitude, Equator, hemispheres, tropics, polar circle and time zones <p><u>Place Knowledge</u></p> <ol style="list-style-type: none"> 3. Study human and physical geography of a region of Europe and North/South America <p><u>Human and Physical Geography</u></p> <ol style="list-style-type: none"> 4. Understand biomes, vegetation belts, land use, economic activity, distribution of resources <p><u>Skills and Fieldwork</u></p> <ol style="list-style-type: none"> 5. Use 4 and 6 figure grid references on OS maps 6. Use field work to observe, measure, record and explain features 	<p><u>Listening, Exploring and Speaking</u></p> <ol style="list-style-type: none"> 1. Listen and show understanding by responding 2. Engage in conversations, expressing opinions 3. Speak in simple language to be understood <p><u>Understanding and Communication</u></p> <ol style="list-style-type: none"> 4. Develop appropriate pronunciation 5. Present ideas and information orally to a range of audiences <p><u>Applying and Developing Fluency</u></p> <ol style="list-style-type: none"> 6. Adapt known language to create new ideas 7. Describe people, place and things orally and in writing 8. Understand basic grammar and apply to build sentences 	<p><u>Acquiring and developing skills</u></p> <ol style="list-style-type: none"> 1. Use and refine movements, skills and actions in isolation or combination 2. Develop flexibility, strength, technique, control and balance in gym, dance and athletics <p><u>Selecting and applying</u></p> <ol style="list-style-type: none"> 3. Play competitive games 4. Select and apply appropriate strategies, tactics and ideas (eg attacking and defending) 5. Perform dances using a wide range of movement patterns <p><u>Evaluate and improve</u></p> <ol style="list-style-type: none"> 6. Compare performance with previous ones and demonstrate improvement to achieve personal bests 7. identify what makes a performance effective and suggest improvements <p><u>Knowledge and understanding of fitness and health</u></p> <ol style="list-style-type: none"> 8. Warm up and prepare appropriately for specific activities
Design Technology	History	Music	RE
<p><u>Design</u></p> <ol style="list-style-type: none"> 1. Use research and design criteria to develop products that are fit for purpose and aimed at specific groups 2. Use annotated sketches, cross section diagrams and computer aided design <p><u>Make</u></p> <ol style="list-style-type: none"> 3. Select and use a wide range of tools to perform practical tasks accurately 4. Select from and use a wide range of materials and components <p><u>Evaluate</u></p> <ol style="list-style-type: none"> 5. Evaluate existing products 6. Improve own products using design criteria <p><u>Technical Knowledge</u></p> <ol style="list-style-type: none"> 7. Use mechanical and electrical systems in own products (including programming) 8. Understand seasonality to cook savoury dishes for a healthy and varied diet 	<p><u>Chronological Understanding</u></p> <ol style="list-style-type: none"> 1. Place events and people into the correct time period 2. Use correct dates and vocabulary related to the passing of time <p><u>Knowledge and understanding of events, people and changes</u></p> <ol style="list-style-type: none"> 3. Understand the features of the periods/societies studied (ideas, attitudes, beliefs of men, women and children) 4. Identify, describe reasons for, the results of and make links between historical events, situations and changes <p><u>Historical interpretation</u></p> <ol style="list-style-type: none"> 5. Recognise that the past is represented and interpreted in different ways <p><u>Historical enquiry</u></p> <ol style="list-style-type: none"> 6. Select and record relevant information from varied sources 	<p><u>Play and Perform</u></p> <ol style="list-style-type: none"> 1. Perform with control and expression in solos and ensembles <p><u>Create and Compose</u></p> <ol style="list-style-type: none"> 2. A. Improvise and compose using dimensions of music <p><u>Patterns: Use and Apply Musical Notation</u></p> <ol style="list-style-type: none"> 3. Use and understand basics of staff notation 4. Listen to detail and recall aurally <p><u>Listen, Understand and Appreciate</u></p> <ol style="list-style-type: none"> 4. Listen to detail and recall aurally <p><u>Music Over Time</u></p> <ol style="list-style-type: none"> 5. Develop an understanding of history of music including great musicians and composers 	<p><u>Learning about Religion</u></p> <ol style="list-style-type: none"> 1. Describe the key aspects of religions; the people, stories and traditions 2. Describe practices and ways of life in religions 3. Identify and describe similarities and differences within and between religions and festivals 4. Investigate the significance of religion in the local, national and global communities 5. Consider the meaning of a range of forms of religious expression 6. Describe religious responses to ethical questions <p><u>Learning from Religion</u></p> <ol style="list-style-type: none"> 7. Reflect on belonging to a faith community 8. Respond to challenges of commitment 9. Discuss views of religious truth and belief 10. Reflect on right and wrong and responses to them 11. Reflect on sources of inspiration

