

Science- Year 6

Autumn 2– Everything Changes



In Science, I have learnt:

To describe in simple terms how fossils are formed when things that have lived are trapped within rock.
To the different types of teeth in humans and their simple functions.
To identify animals as herbivores, omnivores and carnivores.
To identify animals that live in particular habitats.
To use secondary sources effectively to find the answer to a question that have been posed.

Fossil, fossilise, remains, habitat, rocks, soil, food chain, herbivores (eat plants and parts of plants), carnivores (eat other animals), omnivores, (eat plants/parts of plants and other animals), suited, canine, incisor, premolar, molar, jaw, cutting, tearing, grinding.

I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.

I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

I can identify how animals are adapted to suit their environment in different ways and that adaptation may lead to evolution.

I have been introduced to the idea that characteristics are passed from parents to their offspring e.g. different breeds of dogs, and what happens when, for example, labradors are crossed with poodles.

I can appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer.

I can find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Working Scientifically

I can make predictions about the organism represented by a fossil using my prior knowledge. I can pose questions about this organism and use secondary sources to find the answers to these.

I can spot patterns between traits that are environmental/ inherited and use this in my grouping.

I can apply my understanding of selective breeding to suggest how different vegetables were created using the wild mustard plant.

I can use secondary sources to research the different adaptations of organisms and can explain why they have these adaptations.

I can suggest how an animal might evolve differently should the environment change.

Scientific enquiry type:

Grouping and classifying

Finding things out using secondary sources of information

New Science words:

Population, variation, environment, inheritance, adaptation, selective breeding, generation, survival, natural selection, evolution, genes, genetics, DNA, extinct, extinction, speciation, question, investigation, fair test, change, measure, predict, prediction, explanation, observations, draw conclusions.

