



Cambridge Primary Stage 6	
Topic	Objective <i>Pupils should be taught to:</i>
<b>Plan investigative work</b>	6Ep3 Discuss how to turn ideas into a form that can be tested.
<b>Plan investigative work</b>	6Ep4 Make predictions using scientific knowledge and understanding.
<b>Plan investigative work</b>	6Ep5 Choose what evidence to collect to investigate a question, ensuring that the evidence is sufficient.
<b>Plan investigative work</b>	6Ep6 Identify factors that are relevant to a particular situation.
<b>Plan investigative work</b>	6Ep7 Choose which equipment to use.
<b>Obtain and present evidence</b>	6Eo1 Make a variety of relevant observations and measurements using simple apparatus correctly.
<b>Obtain and present evidence</b>	6Eo2 Decide when observations and measurements need to be checked by repeating to give more reliable data.
<b>Obtain and present evidence</b>	6Eo3 Use tables, bar charts and line graphs to present results.
<b>Consider evidence and approach</b>	6Eo4 Make comparisons.
<b>Consider evidence and approach</b>	6Eo5 Evaluate repeated results.
<b>Consider evidence and approach</b>	6Eo6 Identify patterns in results and results that do not appear to fit the pattern.
<b>Consider evidence and approach</b>	6Eo7 Use results to draw conclusions and to make further predictions.

Macmillan Science Level 6			
Macmillan Science Unit	Macmillan Science Lesson	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
	Covered. See Examples.		
	Covered. See Examples.	L6, U4, Lesson 7, p91, a1	
	Covered. See Examples.		
	Covered. See Examples.		
	Covered. See Examples.	L6, U4, Lesson 11, p103, a2	
	Covered. See Examples.	L6, U1, Lesson 1, p11, a1; L6, U1, Lesson 7, p29, a1; L6, U1, Lesson 8, p33, a3; L6, U4, p84, Lesson 4, a2	
	Covered. See Examples.	L6, U4, Lesson 12, p15, Being a good scientist	
	Covered. See Examples.	L6, U1, Lesson 6, p27, a2; L6, U3, Lesson 4, p69, a1	
	Covered. See Examples.	L6, U1, Lesson 1, p11, a1; L6, U1, Lesson 2, p14, a1; L6, U4, Lesson 11, p102, a1; L6, U4, Lesson 13, p107, a1	
	Covered. See Examples.	L6, U1, Lesson 2, p27, a2; L6, U1, Lesson 7, p29, a1; L6, U4, Lesson 17, p120, a3; L6, U4, Lesson 19, p129, a4	
	Covered. See Examples.		
	Covered. See Examples.	L6, U1, Lesson 9, p35, a2; L6, U4, Lesson 8, p94, a1	



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Topic	Objective <i>Pupils should be taught to:</i>
<b>Consider evidence and approach</b>	6Eo8 Suggest and evaluate explanations for predictions using scientific knowledge and understanding and communicate these clearly to others.
<b>Consider evidence and approach</b>	6Eo9 Say if and how evidence supports any prediction made.
<b>Humans and animals</b>	6Bh1 Use scientific names for some major organs of body systems.
<b>Humans and animals</b>	6Bh2 Identify the position of major organs in the body.
<b>Humans and animals</b>	6Bh3 Describe the main functions of the major organs of the body.
<b>Humans and animals</b>	6Bh4 Explain how the functions of the major organs are essential.
<b>Living things and their environment</b>	6Be1 Explore how humans have positive and negative effects on the environment, e.g. loss of species, protection of habitats.
<b>Living things and their environment</b>	6Be2 Explore a number of ways of caring for the environment, e.g. recycling, reducing waste, reducing energy consumption, not littering, encouraging others to care for the environment.
<b>Living things and their environment</b>	6Be3 Know how food chains can be used to represent feeding relationships in a habitat and present these in text and diagrams.
<b>Living things and their environment</b>	6Be4 Know that food chains begin with a plant (the producer), which uses energy from the sun.

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	Covered. See Examples.	L6, U1, Lesson 4, p20, a2; L6, U4, Lesson 19, p124, a1; L6, U5, Lesson 4, p148, a2	
	Covered. See Examples.		
<b>Unit 1</b> Living things	<b>Lesson 4</b> Organ and organ systems	L6, U1, Lesson 4, p19, a1	
<b>Unit 1</b> Living things	<b>Lesson 4</b> Organ and organ systems	L6, U1, Lesson 4, p19, a1-2	
<b>Unit 1</b> Living things	<b>Lesson 4</b> Organ and organ systems	L6, U1, Lesson 4, p21, What you have learnt/Check your progress	
<b>Unit 1</b> Living things	<b>Lesson 4</b> Organ and organ systems	L6, U1, Lesson 4, p21, What you have learnt/Check your progress	
	Not covered		This is covered in Level 4, Unit 1, Lesson 21 and Level 5, Unit 1, Lesson 9.
	Not covered		This is covered in Level 4, Unit 1, Lesson 21 and Level 5, Unit 1, Lesson 9.
	Not covered		This is covered in Level 5, Unit 1, Lesson 7.
	Not covered		This is covered in Level 5, Unit 1, Lesson 7.



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Topic	Objective <i>Pupils should be taught to:</i>
<b>Living things and their environment</b>	6Be5 Understand the terms producer, consumer, predator and prey.
<b>Living things and their environment</b>	6Be6 Explore and construct food chains in a particular habitat.
<b>Material changes</b>	6Cc1 Distinguish between reversible and irreversible changes.
<b>Material changes</b>	6Cc2 Explore how solids can be mixed and how it is often possible to separate them again.
<b>Material changes</b>	6Cc3 Observe, describe, record and begin to explain changes that occur when some solids are added to water.
<b>Material changes</b>	6Cc4 Explore how, when solids do not dissolve or react with water, they can be separated by filtering, which is similar to sieving.
<b>Material changes</b>	6Cc5 Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.
<b>Forces and motion</b>	6Pf1 Distinguish between mass measured in kilograms (kg) and weight measured in newtons, noting that kilograms are used in everyday life.
<b>Forces and motion</b>	6Pf2 Recognise and use units of force, mass and weight and identify the direction in which forces act.
<b>Forces and motion</b>	6Pf3 Understand the notion of energy in movement.

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Macmillan Science Unit	Macmillan Science Lesson	Examples <i>(Level, Unit, Lesson, Page, Activity number)</i>	Notes
Not covered			This is covered in Level 5, Unit 1, Lesson 6.
Not covered			This is covered in Level 5, Unit 1, Lesson 7.
Not covered			
Not covered			This is covered in Level 5, Unit 2, Lesson 4.
Not covered			This is covered in Level 5, Unit 2, Lesson 3.
Not covered			This is covered in Level 5, Unit 2, Lesson 4.
Not covered			This is covered in Level 5, Unit 2, Lesson 3.
Not covered			
Not covered			This is covered in Level 5, Unit 4, Lesson 2 (but note that newtons are not covered).
<b>Unit 4</b> Forces and energy	<b>Lesson 1</b> Using energy	L6, U4, Lesson 1, p76, a1-2	



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Topic	Objective <i>Pupils should be taught to:</i>
<b>Forces and motion</b>	6Pf4 Recognise friction (including air resistance) as a force which can affect the speed at which objects move and which sometimes stops things moving.
<b>Electricity and magnetism</b>	6Pm1 Investigate how some materials are better conductors of electricity than others.
<b>Electricity and magnetism</b>	6Pm2 Investigate how some metals are good conductors of electricity while most other materials are not.
<b>Electricity and magnetism</b>	6Pm3 Know why metals are used for cables and wires and why plastics are used to cover wires and as covers for plugs and switches.
<b>Electricity and magnetism</b>	6Pm4 Predict and test the effects of making changes to circuits, including length or thickness of wire and the number and type of components.
<b>Electricity and magnetism</b>	6Pm5 Represent series circuits with drawings and conventional symbols.

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Not covered			This is covered in Level 5, Unit 4, Lesson 2.
<b>Unit 4</b> Forces and energy	<b>Lesson 14</b> Electricity in the home	L6, U4, Lesson 14, p111, a2	
Not covered			
<b>Unit 4</b> Forces and energy	<b>Lesson 14</b> Electricity in the home	L6, U4, p110, a1	
<b>Unit 4</b> Forces and energy	<b>Lesson 13</b> Series and parallel circuits	L6, U4, Lesson 13, p107, a1; L6, U4, Lesson 13, p108, a2	Testing length/thickness of wire is not covered.
Not covered			This is covered in Level 5, Unit 4.