



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 5/6 | <p><u>Animals including humans</u></p> <p>We are learning to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>We are learning to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>We are learning to</p> | <p><u>Light</u></p> <p>We are learning to recognise that light appears to travel in straight lines</p> <p>We are learning to 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</p> <p>We are learning to 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</p> <p>We are learning to use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</p> <p>We are learning to take measurements, using a range of scientific equipment, with</p> | <p><u>Electricity</u></p> <p>We are learning to associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</p> <p>We are learning 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</p> <p>We are learning to use recognised symbols when representing a simple circuit in a diagram</p> <p>We are learning to plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>We are learning to use test results to make predictions to set up further comparative and fair tests</p> <p>We are learning to identify scientific evidence that has been used to support or refute ideas or arguments</p> | | <p><u>Living things and their habitats</u></p> <p>We are learning to 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</p> <p>We are learning to give reasons for classifying plants and animals based on specific characteristics</p> | <p><u>Evolution and inheritance</u></p> <p>We are learning to recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</p> <p>We are learning to recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p> <p>We are learning to identify how animals and plants are adapted to suit their environment</p> |

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| | <p>describe the ways in which nutrients and water are transported within animals, including humans</p> <p>We are learning recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>We are learning to report and presenting findings from enquiries</p> | <p>increasing accuracy and precision, taking repeat readings when appropriate</p> | | | <p>in different ways and that adaptation may lead to evolution</p> <p>We are learning to report and presenting findings from enquiries</p> <p>We are learning to identify scientific evidence that has been used to support or refute ideas or arguments</p> |
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