



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 5/6 | <p><u>Earth and Space</u></p> <p>We are learning to describe the movement of the Earth, and other planets, relative to the Sun in the solar system</p> <p>We are learning to describe the movement of the Moon relative to the Earth</p> <p>We are learning to describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>We are learning to use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>We are learning to identify scientific evidence that has been used to support or refute ideas or arguments.</p> | <p><u>Forces.</u></p> <p>We are learning to explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</p> <p>We are learning to identify the effects of air resistance, water resistance and friction, that act between moving surfaces</p> <p>We are learning to recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>We are learning to take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate .</p> <p>We are learning to record 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 use test results to make predictions to set up further comparative and fair tests.</p> | <p><u>Properties and Changes of Materials.</u></p> <p>We are learning to compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</p> <p>We are learning to know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>We are learning to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>We are learning to give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p> <p>We are learning to demonstrate that dissolving, mixing and changes of state are reversible changes</p> <p>We are learning to explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</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 record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>We are learning to use test results to make predictions to set up further</p> | <p><u>Living things and their habitats.</u></p> <p>We are learning to describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>We are learning to describe the life process of reproduction in some plants and animals</p> <p>We are learning to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> | <p><u>Animals including Humans</u></p> <p>We are learning to describe the changes as humans develop to old age</p> <p>We are learning to report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> | |

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