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| **Year 5/6**  **Year A** | **Term** | **Term** | **Term** | **Term** | **Term** | **Term** |
| **Topic Area** |  |  |  |  |  |  |
| **Geography** |  |  |  |  |  |  |
| **History** |  |  |  |  |  |  |
| **Science Knowledge** | **Materials (yr5)**   * 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 * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that dissolving, mixing and changes of state are reversible changes   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. | | **Earth and Space (yr5)**   * describe the movement of the Earth, and other planets, relative to the Sun in the solar system * describe the movement of the Moon relative to the Earth * describe the Sun, Earth and Moon as approximately spherical bodies * use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. | **Classification (yr6)**   * 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 * give reasons for classifying plants and animals based on specific characteristics. | **Living things and their habitats (yr5)**   * describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals. | **Evolution and Inheritance (yr6)**   * recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago * recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents * identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. |
| **Working Scientifically** | * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, tables, scatter graphs, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting 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 * identifying scientific evidence that has been used to support or refute ideas or arguments. | | * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, with increasing accuracy and precision * recording data and results of increasing complexity using scientific diagrams and labels, tables, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting 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 * identifying scientific evidence that has been used to support or refute ideas or arguments. | * identifying scientific evidence that has been used to support or refute ideas or arguments. * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs | * planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary * taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs * using test results to make predictions to set up further comparative and fair tests * reporting and presenting 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 * identifying scientific evidence that has been used to support or refute ideas or arguments. | * recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs * identifying scientific evidence that has been used to support or refute ideas or arguments. * reporting and presenting 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 |
| **WS Methods** | * observing changes over different periods of time, * noticing patterns, * grouping and classifying things, * carrying out comparative and fair tests * and finding things out using a wide range of secondary sources. | | * observing changes over different periods of time, * noticing patterns, * grouping and classifying things, * carrying out comparative and fair tests * and finding things out using a wide range of secondary sources. | * observing changes over different periods of time, * noticing patterns, * grouping and classifying things, * carrying out comparative and fair tests   and finding things out using a wide range of secondary sources | * observing changes over different periods of time, * noticing patterns, * grouping and classifying things, * carrying out comparative and fair tests * and finding things out using a wide range of secondary sources. | * observing changes over different periods of time, * noticing patterns, * grouping and classifying things, * carrying out comparative and fair tests   -and finding things out using a wide range of secondary sources |
| **WS ongoing** | * Asking their own questions about scientific phenomena * Draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings. | | | | | |