

YEAR 5		
PROGRAMME OF STUDY	AUTUMN 1	AUTUMN 2
LIVING THINGS AND THEIR HABITATS	<ul style="list-style-type: none"> 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 	
PROPERTIES AND CHANGES OF MATERIALS		<ul style="list-style-type: none"> 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
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> Observe life cycle changes in a variety of living things – Plants and local animals Find out about the work of naturalists (English Biography cross-curricular link) 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, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a 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 	<ul style="list-style-type: none"> Explore reversible changes, including evaporating, filtering, sieving, melting and dissolving. Investigate that some changes are difficult to reverse – burning and rusting 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, 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 a degree of trust in results, in oral and written forms such as displays and other presentations
VOCABULARY	<ul style="list-style-type: none"> Mammal, reproduction, insect, amphibian, bird, offspring, 	<ul style="list-style-type: none"> Hardness, solubility, transparency, conductivity, magnetic, filter, evaporation, dissolving, mixing, insoluble

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PROGRAMME OF STUDY	SPRING 1	SPRING 2
EARTH AND SPACE	<ul style="list-style-type: none"> 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 	
FORCES		<ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> Create models of the Sun and Earth that help pupils to explain day and night Comparing the time of day Measuring shadows across the day 	<ul style="list-style-type: none"> Create parachutes (air resistance) Effects of friction (Car ramps) Levers, pulleys and simple machines – create a catapult planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

	<ul style="list-style-type: none"> 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, scatter graphs, bar and line graphs reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a 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 	<ul style="list-style-type: none"> 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, 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 a degree of trust in results, in oral and written forms such as displays and other presentations
VOCABULARY	<ul style="list-style-type: none"> Earth, Sun, Moon, axis, rotations, orbit, day, night, season, spherical, satellite, atmosphere, space, celestial, constellation, star 	<ul style="list-style-type: none"> Air resistance, water resistance, friction, gravity, newton, gears, pulleys, weight, mass, vacuum

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PROGRAMME OF STUDY	SUMMER 1	SUMMER 2
ANIMALS, INCLUDING HUMANS	<ul style="list-style-type: none"> Describe the changes as humans develop to old age 	
WORKING SCIENTIFICALLY	<ul style="list-style-type: none"> Draw timelines of the human lifecycle Diagram changes during puberty Measure height of pupils from Reception to Y6 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, 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 a 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 	<ul style="list-style-type: none">
VOCABULARY	<ul style="list-style-type: none"> Foetus, embryo, womb, gestation, baby, toddler, teenager, elderly, growth, development, puberty 	<ul style="list-style-type: none">