



Autumn 1	Autumn 2
<p style="text-align: center;">Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ recognise that light appears to travel in straight lines ▪ 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 ▪ 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 ▪ use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<p style="text-align: center;">Electricity</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit ▪ 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 style="padding-left: 20px;">use recognised symbols when representing a simple circuit in a diagram.</p>
Spring 1	Spring 2
<p style="text-align: center;">Human Body</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood ▪ recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function ▪ describe the ways in which nutrients and water are transported within animals, including humans. 	<p>This may be used to further investigative work, to expand and develop work undertaken in the previous terms or may be specifically linked to the topic/theme undertaken that term This may be used to further investigative work, to expand and develop work undertaken in the previous terms or may be specifically linked to the topic/theme undertaken that term</p>
Summer 1	Summer 2
<p style="text-align: center;">Living Things in their environments</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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. 	<p style="text-align: center;">Evolution and Inheritance</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 <p style="padding-left: 20px;">identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution</p>
Scientific Enquiry – Covered in all science POS	
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ▪ 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 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. 	