

**CYCLE A**

Year 5/6 A Cycle	Term 1+2	Term 3	Term 4	Term 5+6
Science	<p><b>Forces</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Evolution</b></p> <p><b>(Inheritance taught alongside SRE as well for human link?)</b></p> <ul style="list-style-type: none"> <li>recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul> <p><b>(Inheritance taught alongside SRE?)</b></p> <p><b>Year 6 objective from inheritance</b></p> <ul style="list-style-type: none"> <li>'recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents'</li> </ul>	<p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><b>Animals including humans</b></p> <p><b>Taught alongside SRE?</b></p> <ul style="list-style-type: none"> <li>describe the changes as humans develop to old age</li> </ul>	<p><b>Earth and Space</b></p> <ul style="list-style-type: none"> <li>describe the movement of the Earth, and other planets, relative to the Sun in the solar system</li> <li>describe the movement of the Moon relative to the Earth</li> <li>describe the Sun, Earth and Moon as approximately spherical bodies</li> <li>use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>
Working Scientifically <b>Red= must be done</b> <b>Amber = this will be an easy link</b>	<ul style="list-style-type: none"> <li>Select the most appropriate ways to answer science questions using different types of scientific enquiry, including 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.</li> <li>planning different types of scientific enquiries to answer questions, including</li> </ul>	<ul style="list-style-type: none"> <li>Select the most appropriate ways to answer science questions using different types of scientific enquiry, including 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.</li> <li>planning different types of scientific enquiries to answer questions,</li> </ul>	<ul style="list-style-type: none"> <li>Select the most appropriate ways to answer science questions using different types of scientific enquiry, including 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.</li> <li>planning different types of scientific enquiries to answer questions, including</li> </ul>	<ul style="list-style-type: none"> <li>Select the most appropriate ways to answer science questions using different types of scientific enquiry, including 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.</li> <li>planning different types of scientific enquiries to answer questions, including</li> </ul>

	<p>recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> <li>•</li> </ul>	<p>including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>	<p>recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> <li>• taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li> <li>• recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li> <li>• using test results to make predictions to set up further comparative and fair tests</li> <li>• 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</li> <li>• identifying scientific evidence that has been used to support or refute ideas or arguments.</li> </ul>
<p><b>Enquiry types</b> Red= that enquiry type MUST be done linked to the subject knowledge aspect but the other enquiry types can be chosen to suit investigations</p>	<ul style="list-style-type: none"> <li>• observing changes over different periods of time,</li> <li>• noticing patterns,</li> <li>• grouping and classifying things,</li> <li>• carrying out comparative and fair tests</li> <li>• finding things out using a wide range of secondary sources.</li> </ul>	<ul style="list-style-type: none"> <li>• observing changes over different periods of time,</li> <li>• noticing patterns,</li> <li>• grouping and classifying things,</li> <li>• carrying out comparative and fair tests</li> <li>• and finding things out using a wide range of secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• observing changes over different periods of time,</li> <li>• noticing patterns,</li> <li>• grouping and classifying things,</li> <li>• carrying out comparative and fair tests</li> <li>• and finding things out using a wide range of secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>• observing changes over different periods of time,</li> <li>• noticing patterns,</li> <li>• grouping and classifying things,</li> <li>• carrying out comparative and fair tests</li> <li>• and finding things out using a wide range of secondary sources.</li> </ul>
<p><b>WS ongoing</b></p>	<ul style="list-style-type: none"> <li>• Ask their own questions about scientific phenomena</li> <li>• 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.</li> </ul>			