Year 5/6 Cycle A: 2021-2022 / 2023-2024 / 2025-2026: Science

Term 1	Term 2	Term 3 & 4	Term 5	Term 6
Stargazers	**Revolution**	**Frozen Kingdom**	**Blood Heart**	**Pharaohs**
Earth & Space Kent scheme year 5 (Including working scientifically) Y5:Sc: F1 - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (standalone lesson taught through Maestro) Y5-6:Sc:WS4 - Use test results to make predictions to set up further comparative and fair tests Y5-6:Sc:WS5 - Report 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 Y5-6:Sc:WS6 - Identify scientific evidence that has been used to support or refute ideas or arguments. Y5:Sc:ES1 - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system Y5:Sc:ES3 - Describe the Sun, Earth and Moon as approximately spherical bodies Y5:Sc:ES4 - Use the idea of the Earth's rotation to explain day and night and	Electricity Kent Scheme, year 6 (Including working scientifically) Y6:Sc:E1 - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit Y6:Sc:E2 - 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 Y6:Sc:E3 - Use recognised symbols when representing a simple circuit in a diagram.	Evolution & inheritance Kent scheme, year 6 (Including working scientifically) Y5-6:Sc:WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Y6:Sc:EL3 Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution Y5-6:Sc:WS3 - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Y6:Sc:EL2 Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents Y6:Sc:EL1 Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago	Animals including humans, Kent scheme year 6 (Including working scientifically) Y6:Sc:A1 Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Y6:Sc:A2 Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function Y6:Sc:A3 Describe the ways in which nutrients and water are transported within animals, including humans. Y5-6:Sc:WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Y5-6:Sc:WS2 - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Y5-6:Sc:WS3 - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs Y5-6:Sc:WS5 - Report and present findings from enquiries, including	**Year 6, living things and their habitats Kent Scheme** Y6:Sc: LT1 - Describe how living things are classified into broad groups, including micro-organisms, plants and animals Y6:Sc: LT2 - Give reasons for classifying plants and animals based on specific characteristics

the apparent movement of the sun across the sky. Y5:Sc:ES2 - Describe the movement of the Moon relative to the Earth Y5-6:Sc:WS2 - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Y5-6:Sc:WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary			conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Y5-6:Sc:WS6 - Identify scientific evidence that has been used to support or refute ideas or arguments. Y5:Sc:A1 - Describe the changes as humans develop to old age.	

Year 5/6 Cycle B: 2020-2021 / 2022-2023 / 2024-2025: Science

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hola Mexico	**A Child's War**	**Alchemy Island**		**Scream Machine**	**Beast Creator**
Light – taught discretely (Including working scientifically) Y6:Sc:L4 – Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. Y6:Sc:L2 – 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 Y6:Sc:L3 – 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 Y6:Sc:L1 – Recognise that light appears to travel in straight lines.	**No Science linked to this topic.**	Properties & changes of materials, Year 5 (Including working scientifically) Y5:Sc:PCM1 - 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 Y5:Sc: PCM3 - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating Y5-6:Sc:WS2 - Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Y5:Sc: PCM5 - Demonstrate that dissolving, mixing and changes of state are reversible changes Y5-6:Sc:WS4 - Use test results to make predictions to set up further comparative and fair tests Y5-6:Sc:WS5 - Report and presenting findings from enquiries, including conclusions, causal relationships and		Forces (Including working scientifically) Y5-6:Sc:WS4 - Use test results to make predictions to set up further comparative and fair tests Y5-6:Sc:WS5 - Report 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 Y5-6:Sc:WS6 - Identify scientific evidence that has been used to support or refute ideas or arguments. Y5-6:Sc:WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Y5:Sc: F3 - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. Y5:Sc: F2 - Identify the effects of air resistance, water resistance and	Living Things and their habitats, Kent scheme Year 5 (Including working scientifically) Y5-6:Sc:WS3 - Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Y5-6:Sc:WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. Y5:Sc: LT1 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Y5:Sc: LT2 - Describe the life process of reproduction in some plants and animals. Y5-6:Sc:WS6 - Identify scientific evidence that has been used to support or refute ideas or arguments. Y5-6:Sc:WS4 - Use test results to make predictions to set up further comparative and fair tests

		explanations of and degree of trust in results, in oral and written forms such as displays and other presentations Y5-6:Sc:WS6 - Identify scientific evidence that has been used to support or refute ideas or arguments Y5:Sc:PCM2 - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution Y5:Sc: PCM6- 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. Y5-6:Sc:WS1 - Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	friction, that act between moving surfaces	Y6:Sc: LT1 - Describe how living things are classified into broad groups, including micro-organisms, plants and animals