



## Science Overview - Year 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Term 1</b>	<p>Science: Earth &amp; Space</p> <p><b>Lesson 1: Spherical Bodies</b></p> <p><b>LO:</b> To explain why we know the Sun, Earth and Moon are spherical identify scientific evidence which does or does not provide evidence for an idea or argument.  <b>Y5-6:Sc:WS6, Y5:Sc:ES3</b>  <b>Processes</b> (Phenomena)  <b>Investigation</b> (Questioning)</p>	<p>Science: Earth &amp; Space</p> <p><b>Lesson 2: The Planets</b></p> <p><b>LO:</b> To name and describe features of the planets in our solar system and order the planets in our solar system.  <b>Y5:Sc:ES1</b>  <b>Processes</b> (Earth, Phenomena)  <b>Investigation</b> (Questioning)</p>	<p>Science: Earth &amp; Space</p> <p><b>Lesson 3: Geocentric Versus Heliocentric</b></p> <p><b>LO:</b> To explain how planets move in our solar system and identify scientific evidence which does or does not provide evidence for an idea or argument.  <b>Y5-6:Sc:WS5, Y5-6:Sc:WS6, Y5:Sc:ES1</b>  <b>Investigation</b> (Report &amp; conclude, Questioning)  <b>Creativity</b> (Report &amp; conclude)  <b>Processes</b> (Earth, Phenomena)</p>	<p>Science: Earth &amp; Space</p> <p><b>Lesson 4: Night and Day</b></p> <p><b>LO:</b> To explain day and night and the apparent movement of the sun across the sky and identify scientific evidence which does or does not provide evidence for an idea or argument.  <b>Y5-6:Sc:WS6, Y5:Sc:ES4</b>  <b>Investigation</b> (Questioning)  <b>Processes</b> (Earth, Pattern seeking, Phenomena)</p>	<p>Science: Earth &amp; Space</p> <p><b>Lesson 5: Night and Day International</b></p> <p><b>LO:</b> To investigate night and day in different parts of the Earth and report and present findings from enquiries.  <b>Y5-6:Sc:WS5, Y5:Sc:ES4</b>  <b>Investigation</b> (Report &amp; conclude, Questioning)  <b>Creativity</b> (Report &amp; conclude)  <b>Processes</b> (Earth, Pattern seeking, Phenomena)</p>	<p>Science: Earth &amp; Space</p> <p><b>Lesson 6: Movement of the Moon</b></p> <p><b>LO:</b> To explain the movement of the Moon  <b>Y5-6:Sc:WS5, Y5:Sc:ES2</b>  <b>Investigation</b> (Report &amp; conclude, Questioning)  <b>Creativity</b> (Report &amp; conclude)  <b>Processes</b> (Earth, Phenomena)</p>
<b>Term 2</b>	<p>Science: Forces</p> <p><b>Lesson 1: Fabulous Forces</b></p> <p><b>LO:</b> To identify forces acting on objects.  <b>Y5:Sc: F1, Y5:Sc: F2</b></p>	<p>Science: Forces</p> <p><b>Lesson 2: Gravity</b></p> <p><b>LO:</b> To explore the effect gravity has on objects and how gravity was discovered.</p>	<p>Science: Forces</p> <p><b>Lesson 3: Air Resistance</b></p> <p><b>LO:</b> To investigate the effects of air resistance.  <b>Y5:Sc: F2, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5-6:Sc:WS6</b></p>	<p>Science: Forces</p> <p><b>Lesson 4: Water Resistance</b></p> <p><b>LO:</b> To explore the effects of water resistance.  <b>Y5:Sc: F2, Y5-6:Sc:WS2, Y5-6:Sc:WS5</b></p>	<p>Science: Forces</p> <p><b>Lesson 5: Friction</b></p> <p><b>LO:</b> To investigate the effects of friction.  <b>Y5:Sc: F2, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5</b></p>	<p>Science: Forces</p> <p><b>Lesson 6: Marvellous Mechanisms</b></p> <p><b>LO:</b> To explore and design mechanisms.  <b>Y5:Sc: F3</b></p>



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	<p><b>Big Idea (Aspect):</b>  <b>Processes</b> (Forces)  <b>Investigation</b>          (Questioning)</p>	<p><b>Y5:Sc: F1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5-6:Sc:WS6</b></p> <p><b>Big Idea (Aspect):</b>  <b>Processes</b> (Forces)  <b>Investigation</b>          (Questioning, Measurement, Report &amp; conclude, Gather &amp; record data)  <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p><b>Big Idea (Aspect):</b>  <b>Comparison</b> (Phenomena)  <b>Investigation</b>          (Questioning, Measurement, Investigation, Report &amp; conclude)  <b>Creativity</b> (Report &amp; conclude)</p>	<p><b>Big Idea (Aspect):</b>  <b>Comparison</b> (Phenomena)  <b>Investigation</b>          (Questioning, Measurement, Report &amp; conclude, Gather &amp; record data)  <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p><b>Big Idea (Aspect):</b>  <b>Comparison</b> (Phenomena)  <b>Investigation</b>          (Questioning, Measurement, Investigation, Report &amp; conclude, Gather &amp; record data)  <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p><b>Big Idea (Aspect):</b>  <b>Processes</b> (Modelling)  <b>Investigation</b>          (Observations)</p>
<b>Term 3</b>	<p>Science: Properties &amp; changes of Materials.</p> <p><b>Lesson 1: Properties of Materials</b></p> <p><b>L.O.</b> To compare materials according to their properties.  <b>Y5:Sc:PCM1, Y5:Sc:PCM4, Y5-6:Sc:WS2</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Identification and Classification)</p>	<p>Science: Properties &amp; changes of Materials.</p> <p><b>Lesson 2: Keeping Cool</b></p> <p><b>L.O.</b> To investigate thermal conductors and insulators.  <b>Y5:Sc: PCM4, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Identification and Classification, Identification and Classification)</p>	<p>Science: Properties &amp; changes of Materials.</p> <p><b>Lesson 3: Brighter Bulbs</b></p> <p><b>L.O.</b> To investigate which electrical conductors make a bulb shine brightest.  <b>Y5:Sc: PCM4, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3, Y5-6:Sc:WS5</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Identification and Classification)  <b>Processes</b> (Modelling, Forces)</p>	<p>Science: Properties &amp; changes of Materials.</p> <p><b>Lesson 4: Disappearing or Dissolving?</b></p> <p><b>L.O.</b> To investigate materials which will dissolve.  <b>Y5:Sc:PCM2, Y5:Sc: PCM5, Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS3</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Identification and Classification)  <b>Humankind</b> (Staying safe)</p>	<p>Science: Properties &amp; changes of Materials.</p> <p><b>Lesson 5: Separating Mixtures</b></p> <p><b>L.O.</b> To use different processes to separate mixtures of materials.  <b>Y5:Sc:PCM2, Y5:Sc:PCM3, Y5:Sc: PCM5</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Identification and Classification, Properties and Uses)</p>	<p>Science: Properties &amp; changes of Materials.</p> <p><b>Lesson 6: Irreversible Changes</b></p> <p><b>L.O.</b> To identify and explain irreversible chemical changes.  <b>Y5:Sc: PCM6</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Identification and Classification, Properties and Uses)  <b>Humankind</b> (Staying safe)</p>



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	<p><b>Investigation</b> (Questioning, Measurement)</p>	<p><b>Processes</b> (Modelling) <b>Investigation</b> (Investigation, Questioning, Measurement, Observations, Report &amp; conclude, Gather &amp; record data) <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p><b>Comparison</b>(Phenomena) <b>Investigation</b> (Investigation, Questioning, Measurement, Observations, Report &amp; conclude, Gather &amp; record data) <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p><b>Investigation</b> (Investigation, Questioning, Measurement, Observations, Gather &amp; record data) <b>Creativity</b> (Gather &amp; record data)</p>	<p><b>Humankind</b> (Staying safe) <b>Investigation</b> (Questioning, Observations)</p>	<p><b>Investigation</b> (Questioning, Observations)</p>
Term 4	<p>Science: Living things &amp; their habitats</p> <p><b>Lesson 1: Making New Plants 1</b></p> <p><b>LO: To</b> describe how some plants reproduce. <b>Y5:Sc: LT1, Y5:Sc: LT2</b></p> <p><b>Big Idea (Aspect):</b> <b>Nature</b> (Identification &amp; classification, Identification &amp; classification, parts &amp; functions, parts &amp; functions, Survival) <b>Investigation</b> (Questioning)</p>	<p>Science: Living things &amp; their habitats</p> <p><b>Lesson 2: Making New Plants 2</b></p> <p><b>LO: To</b> describe how some plants reproduce <b>Y5:Sc: LT1, Y5:Sc: LT2</b></p> <p><b>Big Idea (Aspect):</b> <b>Nature</b> (Identification &amp; classification, Identification &amp; classification, parts &amp; functions, parts &amp; functions, Survival) <b>Investigation</b> (Questioning)</p>	<p>Science: Living things &amp; their habitats</p> <p><b>Lesson 3: Mammals</b></p> <p><b>LO: To</b> describe the life cycles of different mammals. <b>Y5:Sc: LT1, Y5:Sc: LT2</b></p> <p><b>Big Idea (Aspect):</b> <b>Nature</b> (Identification &amp; classification, Identification &amp; classification) <b>Creativity</b> (Gather &amp; record data) <b>Investigation</b> (Gather &amp; record data, Questioning)</p>	<p>Science: Living things &amp; their habitats</p> <p><b>Lesson 4: Jane Goodall</b></p> <p><b>LO: To</b> explain what Jane Goodall discovered about chimpanzees. <b>Y5:Sc: LT1, Y5:Sc: LT2</b></p> <p><b>Big Idea (Aspect):</b> <b>Significance</b> (Significant People) <b>Nature</b> (Identification &amp; classification, Identification &amp; classification) <b>Place</b> (Habitats) <b>Comparison</b>(Physical things)</p>	<p>Science: Living things &amp; their habitats</p> <p><b>Lesson 5: Metamorphosis</b></p> <p><b>LO: To</b> compare the life cycles of amphibians and insects. <b>Y5:Sc: LT1, Y5:Sc: LT2</b></p> <p><b>Big Idea (Aspect):</b> <b>Nature</b> (Identification &amp; classification, Identification &amp; classification) <b>Creativity</b> (Gather &amp; record data) <b>Investigation</b> (Gather &amp; record data, Questioning)</p>	<p>Science: Living things &amp; their habitats</p> <p><b>Lesson 6: Comparing Life Cycles</b></p> <p><b>LO: To</b> compare the life cycles of plants, mammals, amphibians, insects and birds. <b>Y5:Sc: LT1, Y5:Sc: LT2</b></p> <p><b>Big Idea (Aspect):</b> <b>Nature</b> (Identification &amp; classification, Identification &amp; classification) <b>Creativity</b> (Gather &amp; record data) <b>Investigation</b> (Gather &amp; record data, Questioning)</p>



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<p><b>Term 5</b></p>	<p>Science: Animals including humans</p> <p><b>Lesson 1: Humans Timeline</b></p> <p><b>L.O.</b> To describe the stages of human development. <b>Y5:Sc:A1</b></p> <p><b>Big Idea (Aspect): Humankind</b> (Human body) <b>Investigation</b> (Questioning)</p>	<p>Science: Animals including humans</p> <p><b>Lesson 2: Growth of Babies</b></p> <p><b>L.O.</b> To explain how babies grow and develop and present data. <b>Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5:Sc:A1</b></p> <p><b>Big Idea (Aspect): Humankind</b> (Human body) <b>Investigation</b> (Questioning, Report &amp; conclude, Gather &amp; record data) <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>	<p>Science: Animals including humans</p> <p><b>Lesson 3: Puberty</b></p> <p><b>L.O.</b> To describe and explain the main changes that occur during puberty. <b>Y5:Sc:A1</b></p> <p><b>Big Idea (Aspect): Humankind</b> (Human body) <b>Investigation</b> (Questioning)</p>	<p>Science: Animals including humans</p> <p><b>Lesson 4: Changes in Old Age</b></p> <p><b>L.O.</b> To identify the changes that take place in old age. <b>Y5:Sc:A1</b></p> <p><b>Big Idea (Aspect): Humankind</b> (Human body) <b>Investigation</b> (Questioning)</p>	<p>Science: Animals including humans</p> <p><b>Lesson 5: Gestation Periods</b></p> <p><b>L.O.</b> To report findings from enquiries. <b>Y5-6:Sc:WS3, Y5-6:Sc:WS5, Y5:Sc:A1</b></p> <p><b>Big Idea (Aspect): Humankind</b> (Human body) <b>Investigation</b> (Questioning, Report &amp; conclude, Gather &amp; record data) <b>Creativity</b> (Report &amp; conclude)</p>	<p>Science: Animals including humans</p> <p><b>Lesson 6: Life Expectancy</b></p> <p><b>L.O.</b> To record complex data using graphs and models and identify the relationship between variables. <b>Y5-6:Sc:WS5</b></p> <p><b>Big Idea (Aspect): Investigation</b> (Questioning, Report &amp; conclude, Investigation) <b>Creativity</b> (Report &amp; conclude, Gather &amp; record data)</p>
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<b>Term 6</b>	<p>Science: Scientists and inventors</p> <p><b>Lesson 1: David Attenborough</b></p> <p><b>L.O.</b> To describe the life and work of David Attenborough. (NON-STATUTARY NC)</p> <p><b>Big Idea (Aspect):</b>  <b>Significance</b> (Significant People)  <b>Place</b> (Habitats)</p>	<p>Science: Scientists and inventors</p> <p><b>Lesson 2: CSI</b></p> <p><b>L.O.</b> To describe how evidence is used to solve crimes and use chromatography to separate mixtures.  <b>Y5:Sc: PCM3, Y5-6:Sc:WS6</b></p> <p><b>Big Idea (Aspect):</b>  <b>Materials</b> (Properties and Uses, Identification and Classification)  <b>Significance</b> (Significant Events)</p>	<p>Science: Scientists and inventors</p> <p><b>Lesson 3: Mission to the Moon</b></p> <p><b>L.O.</b> To describe Margaret Hamilton's life and work. (NON-STATUTARY NC)</p> <p><b>Big Idea (Aspect):</b>  <b>Significance</b> (Significant Events, Significant People)</p>	<p>Science: Scientists and inventors</p> <p><b>Lesson 4: The Solar System</b></p> <p><b>L.O.</b> To explore the sizes, surfaces and orbits of planets in our solar system.  <b>Y5:Sc:ES1</b></p> <p><b>Big Idea (Aspect):</b>  <b>Significance</b> (Significant People)  <b>Processes</b> (Earth, Phenomena)</p>	<p>Science: Scientists and inventors</p> <p><b>Lesson 5: Eva Crane</b></p> <p><b>L.O.</b> To describe Eva Crane and her work with bees.  <b>Y5:Sc: LT1</b></p> <p><b>Big Idea (Aspect):</b>  <b>Nature</b> (Identification &amp; classification, Identification &amp; classification)  <b>Significance</b> (Significant People)</p> <p><b>Lesson 6: Stephanie Kwolek</b></p> <p><b>L.O.</b> To describe Stephanie Kwolek and her work with materials and choose materials for jobs based on their properties.  <b>Y5:Sc:PCM1, Y5-6:Sc:WS5,</b></p>	<p>Science: Scientists and inventors</p> <p><b>Lesson 7: Leonardo Da Vinci</b></p> <p><b>L.O.</b> To carry out an inquiry to answer a question and use my results to make new predictions.  <b>Y5-6:Sc:WS1, Y5-6:Sc:WS2, Y5-6:Sc:WS4</b></p> <p><b>Big Idea (Aspect):</b>  <b>Investigation</b> (Investigation, Measurement, Report &amp; conclude)  <b>Creativity</b> (Report &amp; conclude)  <b>Significance</b> (Significant People)</p> <p><b>Lesson 8: Stonehenge</b></p> <p><b>L.O.</b> To identify evidence that supports or refutes scientific theories about Stonehenge.  <b>Y5-6:Sc:WS6</b></p>
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