

Year 5 Cycle A	Autumn	Spring	Summer
	Belonging	Freedom & Captivity	Taking Courage
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> <li>➤ Can your child describe the changes as humans develop to old age?</li> </ul> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>➤ Can your child describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</li> <li>➤ Can your child describe the life process of reproduction in some plants and animals</li> </ul>	<p>Earth &amp; Space</p> <ul style="list-style-type: none"> <li>➤ Can your child describe the movement of the Earth, and other planets, relative to the Sun in the solar system?</li> <li>➤ Can your child describe the movement of the Moon relative to the Earth?</li> <li>➤ Can your child describe the Sun, Earth and Moon as approximately spherical bodies?</li> <li>➤ Can your child 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> <p>Properties and changes of material</p> <ul style="list-style-type: none"> <li>➤ Can your child 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?</li> <li>➤ Does your child know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?</li> <li>➤ Can your child use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?</li> <li>➤ Can your child give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?</li> <li>➤ Can your child demonstrate that dissolving, mixing and changes of state are reversible changes?</li> <li>➤ Can your child 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?</li> </ul>	

Year 5 Cycle B	Autumn	Spring	Summer
	Exploration & Discovery	Lessons from History	Invention & Enterprise
Science	<ul style="list-style-type: none"> <li>➤ Can your child plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</li> <li>➤ Can your child identify scientific evidence that has been used to support or refute ideas or arguments?</li> <li>➤ Can your child take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</li> <li>➤ Can your child use test results to make predictions to set up further comparative and fair tests?</li> <li>➤ Can your child record data and results of increasing complexity using specific diagrams and labels, classification keys, tables, scatter of graphs, bar and line graphs?</li> <li>➤ Can your child report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?</li> <li>➤ Can your child describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</li> <li>➤ Can your child describe the life process of reproduction in some plants and animals?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe the changes as humans develop with age</li> <li>➤ Can your child describe the changes as humans develop to old age?</li> <li>➤ Can your child explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?</li> <li>➤ Can your child identify the effects of air resistance, water resistance and friction that act between moving surfaces?</li> <li>➤ Can your child recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</li> <li>➤ Can your child describe the movement of the Earth, and other planets, relative to the Sun in the solar system?</li> <li>➤ Can your child describe the movement of the Moon relative to the Earth?</li> <li>➤ Can your child describe the Sun, Earth and Moon as approximately spherical bodies?</li> <li>➤ Can your child 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>	<ul style="list-style-type: none"> <li>➤ Can your child 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?</li> <li>➤ Does your child know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?</li> <li>➤ Can your child use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?</li> <li>➤ Can your child give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?</li> <li>➤ Can your child demonstrate that dissolving, mixing and changes of state are reversible changes?</li> <li>➤ Can your child 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?</li> </ul>

Year 5 Cycle C	Autumn	Spring	Summer
Science	<ul style="list-style-type: none"> <li>➤ Can your child plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary?</li> <li>➤ Can your child identify scientific evidence that has been used to support or refute ideas or arguments?</li> <li>➤ Can your child take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?</li> <li>➤ Can your child use test results to make predictions to set up further comparative and fair tests?</li> <li>➤ Can your child record data and results of increasing complexity using specific diagrams and labels, classification keys, tables, scatter of graphs, bar and line graphs?</li> <li>➤ Can your child report and present findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written form such as displays and other presentations?</li> <li>➤ Can your child describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird?</li> <li>➤ Can your child describe the life process of reproduction in some plants and animals?</li> <li>➤ Can your child describe the changes as humans develop to old age?</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child describe the movement of the Earth, and other planets, relative to the Sun in the solar system?</li> <li>➤ Can your child describe the movement of the Moon relative to the Earth?</li> <li>➤ Can your child describe the Sun, Earth and Moon as approximately spherical bodies?</li> <li>➤ Can your child use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky?</li> <li>➤ Can your child explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object?</li> <li>➤ Can your child identify the effects of air resistance, water resistance and friction that act between moving surfaces?</li> <li>➤ Can your child recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect?</li> <li>➤</li> </ul>	<ul style="list-style-type: none"> <li>➤ Can your child 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?</li> <li>➤ Does your child know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution?</li> <li>➤ Can your child use their knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating?</li> <li>➤ Can your child give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic?</li> <li>➤ Can your child demonstrate that dissolving, mixing and changes of state are reversible changes?</li> <li>➤ Can your child 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?</li> </ul>