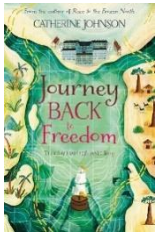
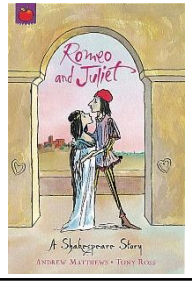
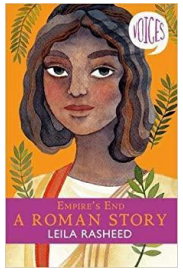
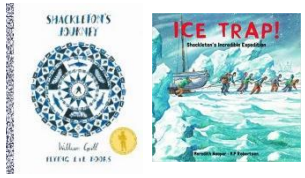
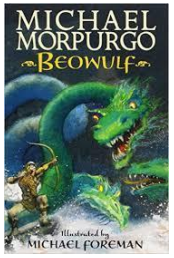
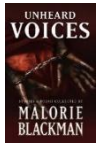
*Love God, love your neighbour as yourself – be the Good Samaritan* *Luke 10.25-37*

**Year 5 Long Term Curriculum Map**

**Our spiritual journey begins where children are at; what they need to know next so they remember more.**

| Autumn Term<br>Global Citizenship Theme:<br>Equality and Rights | | Spring Term<br>Global Citizenship Theme:<br>Respect for Others | | Summer Term:<br>Global Citizenship Theme<br>Ecological Awareness | |
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| Autumn 1<br>The Slave Trade | Autumn 2<br>Where we live | Spring 1<br>Londinium: Roman London | Spring 2<br>Take One Picture | Summer 1<br>Climate Zones & Biomes | Summer 2<br>Anglo Saxons and Vikings |
| **Core Text:** Journey back to freedom & Unheard Voices   | **Core Text: R**omeo & Juliet Choice of Shakespeare Play   | **Core Text:** Empire's end: A Roman Story   | **Core Text:** To be decided based on painting | **Core Text:** Shackleton's Journey<br>**or/ and**<br>Ice Trap   | **Core Text:** Beowulf   |
| **Writing Outcome:**<br>Persuasive writing on slavery | **Writing Outcome:**<br>narrative with dialogue to move the action / story forward). | **Writing Outcome:**<br>Write an adventure story set in Roman Britain / London<br><br>E.g. delivering a message from Boudica | **Writing Outcome: Poetry**<br>**Poetic language** *(opportunity to link to NG painting)* | **Writing Outcome:**<br>Write a biography about Sir Ernest Shackleton | **Writing Outcome:**<br>Write a myth or legend |
| **Other Texts:**<br>Unheard Voices   | **Other Texts:**<br>Alternative Shakespeare text | **Other Texts:**<br>Escape from Rome. | **Other Texts:** | **Other Texts:**<br>Ice Trap: Shackleton's adventures.<br>The Polar Bears Explorers club | **Other Texts:** |
| **Word choice for imagery –** simile, metaphor and personification. | | **Performance poetry: Poems from the same poet.**<br>McCavity the Mystery Cat – T.S. Elliot | | **Poems on a theme: The sea (link to Vikings)** | |

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| **Maths**<br>**Place Value**<br>**Numbers up to 1,000,000**<br>Roman Numerals up to 1000<br>Read, write, compare and order numbers up to 1,000,000<br>Rounding to the nearest 10, 100 or 1000<br><br>**Addition and Subtraction**<br><br>Adding and Subtracting of whole numbers greater than 1000 - Mental strategies<br>Inverse operations<br>Multi-step addition and subtraction problems | **Maths**<br>**Multiplication and division**<br>Common multiples, common factors, cube, square and prime numbers.<br>Multiplication and division by 10,100 and 1000<br><br>**Fractions**<br><br>Find fractions equivalent to a unit / non-unit fraction<br>Recognise equivalent fractions<br>Convert improper fractions to mixed numbers (& vice-versa)<br>Compare/order/add/subtract fractions with the same denominator/ within 1 / greater than 1/ mixed number / breaking the whole | **Maths**<br>**Multiplication and division**<br>Multiply up to a 4-digit number by a 1-digit number<br>Multiply up to a 4-digit number by a 2-digit number<br>Solve multiplication problems<br>Short division with and without remainders<br>Solve division and multiplication problems<br><br>**Fractions**<br>Multiply unit and non-unit fractions by an integer<br>Multiply a mixed number fraction by an integer<br>Fraction of a quantity / amount<br>Fractions as operators. | **Maths**<br>**Decimals and Percentages**<br>Decimals up to 2 decimal places<br>Equivalent fractions and decimals (tenths/hundredths)<br>Thousandths as decimals and fractions<br>Order and compare decimals with up to 3 decimal places<br>Round to the nearest whole number and decimal place.<br><br>**Perimeter of** Rectangles, rectilinear shapes, polygons.<br>**Area** of rectangles and compound shapes<br><br>**Statistics**<br>Draw, read and interpret line graphs, tables and timetables. | **Maths**<br>**Shape**<br>Measuring angles in degrees, drawing lines and angles accurately, calculating angles on a straight line<br>Lengths and angles in shapes<br>Regular and irregular polygons<br><br>**Position and direction**<br>Position in the first quadrant, translation with and without co-ordinates, reflection, reflection with and without co-ordinates<br><br>**Decimals**<br>add and subtract decimals within one / crossing the whole<br>multiplyinig / dividing decimals by powers of ten. | **Maths**<br>**Negative numbers**<br><br>**Measurement**<br>converting units<br>Kilogrammes and kilometres, millimetres and millilitres, metric units, imperial units, converting units of time, timetables<br><br>**Volume and capacity**<br>comparing, estimating. |
| **History:**<br>Find out about the Trans-Atlantic Slave Trade, famous figures such as Harriet Tubman and Olaudah Equiano, the role of Britain in the Slave Trade and the role of William Wilberforce and other abolitionists<br><br>**Geography:**<br>Find out about the countries involved in the slave trade, the slave trade routes and | **Geography**:<br>Find out about the Geography of the UK.<br>Understand and use four and six figure grid references on a map, symbols and keys, the eight points of a compass.<br>Use fieldwork to observe, measure, record and present human and physical features in a local area. | **History**: Find out about the Roman invasion of Britain, the growth of Roman London and life in Roman London.<br><br>**Geography**:<br>Find out about the impact of Roman life on the geography of London and the location of Roman sites in London and the UK. | **History/Geography Enquiry:**<br><br>Take One Picture | **History**:<br>Find out about Shackleton's Antarctic expedition<br><br>**Geography**:<br>Find out about the world's climate zones and biomes, Including polar climates.<br>Understand the causes and effects of climate change.<br>Learn about time zones.<br>Longitude and Latitude, Tropics of Cancer and Capricorn. | **History**: Find out about the settlement of Britain by the Anglo Saxon's and Vikings.<br><br>**Geography**:<br>Find out about the different regions of the UK and the location of Anglo-Saxon kingdoms. Use maps to identify locations of Viking or Anglo Saxon origin. |

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| the impact on human geography. | | | | | |
| **Global Citizenship: Equality and Rights**<br><br>**Power and Governance**<br>How is the UK governed?<br>How are other countries governed? What differences are there?<br>Project Outcome: School Elections<br><br>**Social Justice and Equity**<br>What is poverty? How can we measure it?<br>Can there be one definition of poverty? Why not?<br>Why are some people richer than others?<br>Why are some countries richer than others?<br>Why do we pay taxes?<br>Project Outcome – Social Enterprise: Raise money for Oxfam<br><br>**Human Rights**<br>What rights do we have as Human Beings?<br>What is the Universal Declaration of Human Rights?<br>How do some systems treat people badly?<br>How could we act when a system treats people badly?<br>What did we learn about Human Rights from learning about the Trans- Atlantic Slave Trade? | | **Global Citizenship: Respect for Others**<br><br>**Identity and Diversity**<br>What is a stereotype?<br>What impact do prejudice and discrimination have?<br>What is gender equality?<br>How can we be more aware of the rights of groups that are more vulnerable than ourselves?<br>(Identify groups)<br>How could I make the world more inclusive?<br>Project Outcome: Link to International Women's Day- create a display of Women Who Changed the World<br><br>**Peace and Conflict**<br>How can I take responsibility for my actions?<br>Why is it important to compromise?<br>What is a fair way of resolving conflicts? | | **Global Citizenship: Ecological Awareness**<br><br>**Sustainable Development**<br>Starting Point: Whole School Earth Day<br>What are the wider causes and implications of climate change?<br>How can we be more environmentally responsible in our everyday life?<br>How can the choices we make as consumers make a difference?<br>What is biodiversity and why is it important?<br><br>**Globalisation and Interdependence**<br>What is food security?<br>Who is hungry in the world?<br>Why do some areas in the world have higher rates of hunger?<br>What affects access too and availability of food in different places?<br>Project Outcome: Gardening project – seasonal produce.<br>Cook a meal with food from the school garden and plant a bed to be harvested in Autumn | |
| **P4C:**<br>Concept clash: slave vs servant | P4C:<br>Fairness Equality - Hometalk 12 | P4C:<br>Prejudice – Hometalk 36 | **P4C:**<br>Dangle film (you tube or literacy shed): on temptation and unintended consequences | P4C:<br>Risk, Bravery, Curiosity – Hometalk 38 | P4C:<br>Nature – Hometalk 29 |
| **Science:**<br>Living Things and Their Habitats | **Science:**<br>Forces | **Science:**<br>Properties and Changes in Materials | **Science:** | **Science:**<br>Earth and Space | **Science:**<br>Animals Including Humans |

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| **Computing:**<br>**E Safety: Media Balance and Wellbeing** - My Media Choices (UK)<br><br>**History of Computing** | **Computing:**<br>**E Safety: Cyber Bullying**<br>Be a Super Digital Citizen (UK)<br><br>**Vector Drawing – Google** | **Computing:**<br>**E Safety: News and Media Literacy**<br>A Creator's Rights and Responsibilities (UK)<br><br>**Data and Information -J2E** | **Computing:**<br>**E Safety: Privacy and Security**<br>Private and Personal Information (UK)<br><br>**iMovie – Camera Angles, Frames and Editing** | **Computing:**<br>**E Safety: Digital Footprint and Identity**<br>Our Online Tracks (UK)<br><br>**Scratch Selection in Quizzes** | **Computing:**<br>**E Safety: Relationships and Communication**<br>Keeping Games Fun and Friendly (UK)<br><br>**Scratch - Variables in Games** |
| **Music**<br>Songs from other countries – two-part harmonies | | **Music**<br>Boomwhackers – playing tuned instruments | | **Music**<br>Learning and rehearsing songs for the end of year show. | |
| **Art** : Frida Kahlo study – recording 'self' in sketchbooks | **Art**: Printmaking - Architecture - Buildings | **DT** : Textiles – Making a purse or wallet | **Take One Picture** | **Art**: Sculpture – Representation of a storm at sea / icebergs | **DT**: Mechanical Systems – moving toy – viking boat |
| **Cooking:**<br>Seasonal Soup | | **Cooking:**<br>Vegetable Pasta | | **Cooking:**<br>Honey Oat and Spice Cakes | |
| **PSHE:**<br>**Physical health and wellbeing**<br>In the media | **PSHE:**<br>**Identity, society and equality**<br>Stereotypes, discrimination and prejudice | **PSHE:**<br>**Keeping safe and managing risk**<br>Making safer choices | **PSHE:**<br>**Mental health and emotional wellbeing**<br>Dealing with feelings | **PSHE:**<br>**Drug, alcohol and tobacco education**<br>Different influences | **PSHE:**<br>**Careers, financial capability and economic wellbeing**<br>Borrowing and earning money |
| **RE:**<br>What do the miracles tell us about Jesus? | **RE:**<br><br>How do art and music convey Christmas? | **RE:**<br>Sikhism:<br>How did the 6 Gurus shape Sikhi? | **RE:**<br>What happens in churches during Lent, Holy Week and Easter Sunday? | **RE:**<br>Sikhism<br>How did the final 5 human Sikh Gurus shape Sikhi? | **RE:**<br>How do Muslims live and embrace their faith in a diverse world? |
| **PE:**<br>Basketball<br>Dance | **PE:**<br>Dodgeball<br>swimming | **PE:**<br>Counter balance and counter tension<br>Dance | **PE:**<br>Health Related Exercise | **PE:**<br>Athletics<br>Dance | **PE:**<br>rounders |

| Year 5 National Curriculum Coverage | | | | | |
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| Term | Topic | History objectives | Geography Objectives | DT/Art | Music |
| Autumn 1 | The slave trade | • Be able to find out about aspects of the past from a range of sources<br>• Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied<br>• Be able to find out about aspects of the past from a range of sources<br>• Be able to describe and identify reasons for and results of historical events, situations, and changes in the periods they have studied<br>• Be able to describe how the history of one country affects that of another<br>• Be able to place the events, people and changes in the periods they have studied into a chronological order<br>• the Roman Empire and its impact on Britain | • Locate the world's countries using maps<br>• Name and locate cities of the UK, identify human and physical characteristics of places and understand how some aspects have changed over time<br>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods<br>• Describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links. | • understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]<br>• Design, make and evaluate as laid out in KS2 programme of study | See curriculum outline for music |
| Spring 1 | Roman London | | | • to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design including drawing and painting techniques with a range of materials<br>• knowledge and skills as laid out in the KS2 programme of study | |
| Summer 2 | Anglo Saxons/ Vikings | • Britain's settlement by Anglo Saxons and Scots<br>• The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor | | • apply their understanding of computing to program, monitor and control their products.<br>• Design, make and evaluate as laid out in KS2 programme of study | |
| Autumn 2 | Where we live | • a local history study | • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and | • to create sketch books to record their observations and use them to review and revisit ideas<br>• to improve their mastery of art and design techniques, | |

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| | | | land-use patterns; and understand how some of these aspects have changed over time<br>● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom<br>● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world<br>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | including sculpture with a range of materials<br>● knowledge and skills as laid out in the KS2 programme of study | |
| Summer 1 | Climate Zones & Biomes | ● (in English) a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Shakleton's explorations of Antarctica | ● Identify the position and significance of latitude, longitude, Tropics of Cancer and Capricorn, Artic circle etc<br>● Describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts<br>● Time Zones | ● Design, make and evaluate as laid out in KS2 program understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]<br>● Design, make and evaluate as laid out in KS2 programme of study | |
| Spring 2 | Take One Picture | | | | |

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| Year 5 Enquiry Skills Map | | | |
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| **Subject Area** | | **End of Year Expectations** | **Greater Depth** |
| **History** | | Can they pose a historical hypothesis using primary and secondary sources to give a reasoned conclusion?<br>•Can they make comparisons between the past and present, explaining things which have changed and things which have stayed the same?<br>•Can they explain how historical sources such as artefacts have helped us understand more about people's lives in the present and past?<br>•Can they present a balanced view of interpretations of the past, using different points of view? | Can they make connections and comparisons between the past and present through explaining and justifying their reasons?<br>•Can they adapt their ideas and viewpoints as new historical information arises? |
| **Geography** | | Can they identify the links between human and physical geography?<br>•Can they makes links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features?<br>•Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others?<br>•Can they pose a geographical hypothesis using various sources to draw a conclusion? | Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises? |
| **DT** | **Developing, Planning and Communicating Ideas** | Can they survey their target audience and use this to generate ideas?<br>•Can they take a user's view into account when designing?<br>•Can they produce a detailed step-by-step plan for their design method?<br>•Can they suggest some alternative designs and compare the benefits and drawbacks to inform the design process and outcome? | |
| | **Working with Tools, Equipment, Materials and Components** | Can they choose appropriate tools and materials to ensure that the final product will appeal to the audience?<br>•Can they use a range of tools and equipment with good accuracy and effectiveness, within established safety parameters? | |
| | **Evaluating Processes and Products** | Can they continuously check that their design is effective and fit for purpose?<br>•Can they assess how well their product works in relation to the design criteria and the intended purpose and suggest improvements?<br>•Can they evaluate appearance and function against the original design criteria? | |

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| **Art** | **Drawing** | Can they experiment with drawing techniques to support their observations?<br>•Can they create a sense of distances and proportion in a drawing?<br>•Can they use line to create movement in a drawing?<br>•Do they understand how drawing skills can support other medias?<br>•Can they develop a series of drawings that explore a theme?<br>•Can they explain why they have chosen specific materials to draw with? | |
| | **Painting** | Do they understand the different properties of different paints?<br>•Can they create a range of shades using different kinds of paint?<br>•Can they create mood in a painting?<br>•Can they use shade to create depth in a painting?<br>•Can they identify different painting styles and how these artists are influenced by these styles over time? | |
| | **Printing** | Can they print using materials?<br>•Can they create an accurate print design that reflects a theme or ideas?<br>•Can they make links with printmaking and other medias to help develop their work? | |
| | **Textiles/3D** | Can they experiment with and combine materials and processes to design and make 3D form?<br>•Can they take a 2D drawing into a 3D form?<br>•Can they shape using a variety of mouldable materials?<br>•Can they interpret an object in a 3D form?<br>•Can they explore a range of textures using textiles?<br>•Can they transfer a drawing into a textile design?<br>•Can they experiment with different ways of exploring textiles?<br>•Can they use artists to influence their textile designs? | |
| | **Collage** | Can they overlap materials to build an image?<br>•Can they use collage as a tool to develop a piece in mixed media?<br>•Can they use collage to create a mood boards of ideas?<br>•Can they combine pattern, tone and shape in collage? | |
| | **Sketchbooks** | Can they experiment with different styles which artists have used?<br>•Can they use their sketchbooks as a mode to record the learning journey?<br>•Can they use their sketchbooks to explore and practice a range of materials, record ideas, and experiment?<br>•Can they use their sketchbooks to build and record their knowledge?<br>•Can they compare sketchbook ideas and give supportive and constructive feedback on peers development? | |
| | **Knowledge** | Can they experiment with different styles which artists have used?<br>•Do they learn about the work of others by looking at their work in books, the Internet, visits to galleries and sharing ideas as a class?<br>•Do they critic each other's work as a way of developing and supportive each other's ideas? | Can they demonstrate an understanding of the 'Creative Process' by managing their time effectively, practicing skills, and actively enquiring how to make improvements?<br>•Are they able to work independently, confidently and take creative risks in their work?<br>•Can they explain their own style of art and identify a range of influences? E.g. mood, events, geography, nature, history |

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| | | •To they understand how different medias can be combined and work together?<br>•Do they know to develop an idea through exploration and experimentation? | |
| Music | **Performing** | Can they sing and use their understanding of meaning to add expression?<br>•Can they perform 'by ear' and from simple notations?<br>•Can they improvise within a group using melodic and rhythmic phrases?<br>•Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?<br>•Can they maintain their part whilst others are performing their part? | Can they use pitches simultaneously to produce harmony by building up simple chords?<br>•Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song? |
| | **Composing** | Can they use technology to change sounds or organise them differently to change the effect?<br>•Can they use their notations to record groups of pitches (chords)?<br>•Can they use a music diary to record aspects of the composition process?<br>•Can they choose the most appropriate tempo for a piece of music?<br>•Can they use technology to compose music which meets a specific criterion? | Do they understand the relation between pulse and syncopated patterns?<br>•Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre? |
| | **Appraising** | Can they describe, compare and evaluate music using musical vocabulary?<br>•Can they suggest improvements to their own or others' work?<br>•Can they choose the most appropriate tempo for a piece of music?<br>•Can they identify and begin to evaluate the features within different pieces of music?<br>•Can they contrast the work of established composers and show preferences? | Can they explain how tempo changes the character of music?<br>•Can they identify where a gradual change in dynamics has helped to shape a phrase of music? |

**Year 5 Science Knowledge and Skills Map**

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| Area | End of Year Expectations | Greater Depth |
|---|---|---|
| **Living Things and their Habitats** | ● Can they describe the differences in the life cycles of a mammal, amphibians, insects and a bird?<br>● Can they identify the reproductive processes of some animals?<br>● Can they describe the life cycles of common plants?<br>● Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall)<br>● Can they present a report of their findings through writing, display and presentation? | ● Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border?<br>● Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests? |
| **Animals Including Humans** | ● Can they describe the changes as humans develop to old age?<br>● Can they use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time?<br>● Can they use a graph to answer scientific questions?<br>● Can they present a report of their findings through writing, display and presentation? | ● Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies?<br>● Can they describe the changes experienced in puberty?<br>● Can they draw a timeline to indicate stages in the growth and development of humans? |
| **Properties and Changes to Materials** | ● Can they compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets?<br>● Can they explain how some materials dissolve in liquid to form a solution?<br>● Can they explain what happens when dissolving occurs?<br>● Can they use their knowledge of solids, liquids and gases to decide and describe how mixtures might be separated, including through filtering, sieving, evaporating?<br>● Can they give reasons, based on evidence for comparative and fair tests for the particular uses of everyday materials, including metals wood and plastic?<br>● Can they describe changes using scientific words? (evaporation, condensation)<br>● Can they demonstrate that dissolving, mixing and changes of state are reversible changes? Can they explain that some changes result in the formation of new materials, and that this kid of change is not usually | ● Can they describe methods for separating mixtures? (filtration, distillation)<br>● Can they work out which materials are most effective for keeping us warm or for keeping something cold?<br>● Can they use their knowledge of materials to suggest ways to classify? (solids, liquids, gases)<br>● Can they explore changes that are difficult to reverse, e.g. burning, rusting and reactions such as vinegar with bicarbonate of soda?<br>● Can they explore the work of chemists who created new materials, e.g. Spencer Silver (glue on sticky notes) or Ruth Benerito (wrinkle free cotton)? |

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| | reversible, including changes associated with burning and the action of acid on bicarbonate of soda?<br>● Can they use the terms 'reversible' and 'irreversible'?<br>● Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?<br>● Can they make a prediction with reasons?<br>● Can they use test results to make predictions to set up comparative and fair tests?<br>● Can they take repeat readings when appropriate?<br>● Can they record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs? | |
| **Earth and Space** | ● Can they identify and explain the movement of the Earth and other plants relative to the sun in the solar system?<br>● Can they explain how seasons and the associated weather is created?<br>● Can they describe and explain the movement of the Moon relative to the Earth?<br>● Can they describe the sun, earth and moon as approximately spherical bodies?<br>● Can they use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky?<br>● Can they present a report of their findings through writing, display and presentation using appropriate scientific vocabulary?<br>● Can they use evidence from secondary sources to explore their own and other people's ideas? | ● Can they compare the time of day at different places on the earth?<br>● Can they create shadow clocks?<br>● Can they begin to understand how older civilizations used the sun to create astronomical clocks, e.g. Stonehenge?<br>● Can they explore the work of some scientists? (Ptolemy, Alhazen, Copernicus) |
| **Forces** | ● Can they explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object?<br>● Can they identify the effects of air resistance, water resistance and friction that act between moving surfaces?<br>● Can they recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect? | ● Can they describe and explain how motion is affected by forces? (including gravitational attractions, magnetic attraction and friction)<br>● Can they design very effective parachutes?<br>● Can they work out how water can cause resistance to floating objects? |

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| | ● Can they present a report of their findings through writing, display and presentation using appropriate scientific vocabulary?<br>● Can they use a graph to answer scientific questions?<br>● Can they use test results to make predictions to set up comparative and fair tests | ● Can they explore how scientists, such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation? |
| **Working Scientifically** | | |
| **Planning** | ● Can they plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary?<br>● Can they make a prediction with reasons?<br>● Can they use test results to make predictions to set up comparative and fair tests? | ● Can they explore different ways to test an idea, choose the best way and give reasons?<br>● Can they vary one factor whilst keeping the others the same in an experiment?<br>● Can they use information to help make a prediction?<br>● Can they explain, in simple terms, a scientific idea and what evidence supports it? |
| **Obtaining and Presenting Evidence** | ● Can they take measurements using a range of scientific equipment with increasing accuracy and precision?<br>● Can they take repeat readings when appropriate?<br>● Can they record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs? | ● Can they decide which units of measurement they need to use?<br>● Can they explain why a measurement needs to be repeated? |
| **Considering Evidence and Evaluating** | ● Can they use a graph to answer scientific questions?<br>● Can they present a report of their findings through writing, display and presentation? | ● Can they find a pattern from their data and explain what it shows?<br>● Can they link what they have found out to other science?<br>● Can they suggest how to improve their work and say why they think this? |