

	Scientific Enquiry <table><tr><td></td><td><u>Comparative/Fair Testing (L2, L3, L4)</u> Changing one variable to see its effect on another, whilst keeping all others the same.</td></tr><tr><td></td><td><u>Research (L1)</u> Using secondary sources of information to answer scientific questions.</td></tr><tr><td></td><td></td></tr><tr><td></td><td><u>Pattern-seeking (L5, L6)</u> Identifying patterns and looking for relationships in enquiries where variables are difficult to control.</td></tr><tr><td></td><td></td></tr></table>		<u>Comparative/Fair Testing (L2, L3, L4)</u> Changing one variable to see its effect on another, whilst keeping all others the same.		<u>Research (L1)</u> Using secondary sources of information to answer scientific questions.				<u>Pattern-seeking (L5, L6)</u> Identifying patterns and looking for relationships in enquiries where variables are difficult to control.			Activities WS: Interpret and communicate results, from my data using scientific vocabulary. SE: Conduct a fair test to explore the effects of air resistance on a falling object. Water resistance Streamlined Learning <i>Water resistance is a type of force that uses friction to slow things down that are moving through water (or any other fluid)</i> <i>Water resistance always acts in the opposite way to the way the object is moving (also known as upthrust)</i> <i>A larger surface area creates more water resistance.</i> Activities WS: Plan different types of enquiries to answer questions. SE: Conduct a comparative test to investigate water resistance. Gear Lever Pulley Record my observations about levers, gears and pulleys in a table and look for patterns in my results. (Over 2 sessions) Learning <i>A lever is a simple machine which helps us to lift objects.</i> <i>A pulley changes the direction of the force needed to lift the object or the amount of force that is needed to lift an object.</i> <i>Gears increase the turning force.</i> <i>Levers, pulleys and gears allow us to use a smaller force to have a greater effect and change motion.</i> Activities WS: Record my results in a table. SE: Look for patterns in my results.
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Science Capital	Isaac Newton Helen Margolis											
Resources	• Post it notes • Whiteboards and pens • Elastic bands, springs, jump cords, fitness bands (things you can stretch) • Baking cases, paper, weights, bucket of sand (things you can lift/drop) • Playdough, orange, peel, cork, feather (things that float/sink) • Chair, heavy table tidy, table, toy car, weighted objects (things to push/pull) • Force Metres- different scales. • Coffee tubes/pringles tubes with sand (optional activity) • Balloons, Weights, string, plasticine, stop watches, protractor, ruler, tape. • Strong card, bag, tissue paper • Maltesers • Different materials for parachutes e.g., Paper, card, acetate, plastic bag, paper, string, lego figure (optional). • Measuring cylinders, plasticine, shapes, stop watches. • Cardboard, lollypop sticks, paper, junk modelling material, handheld fans, water. • Push/pull newton metres 100g masses, Rulers, 500g masses, masking tape, force metres. • Bucket of sand, card, rope. • Cardboard, lolly sticks, scissors, cellotape, compass, pencil, protractor, ruler, paper, cocktail sticks, plasticine, beads											

Overarching Enquiry Question: Do changes last forever?

Length of unit - 6 Sessions

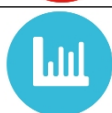
	Disciplinary and Substantive Knowledge	Suggested Vocabulary	Learning Sequence														
Pre-learning	• A variety of everyday materials including wood, plastic, glass, metal, water and rock. • The physical properties of a variety of everyday materials, and how to compare and group materials based on these properties • How materials are suitably used based on their properties. • How shapes of solid objects can be changed by squashing, bending, twisting and stretching. • Materials that are solids, liquids and gases and their particle structure. • Some materials change state when they are heated or cooled and the temperature at which this happens.	Durable Transparent, Electrical conductor Magnetic	Identify and classify the properties of solid materials. Learning <i>Solid materials can be separated and grouped in a variety of different ways.</i> Activities WS: Group materials based on their properties SE: Identify different materials and classify based on its properties.														
Learning in this unit	<u>To know that</u> • Everyday materials can be compared and grouped together based on their properties, including hardness, solubility, transparency, conductivity and response to magnets. (L1, L3) • Some materials will dissolve in liquid to form a solution and how to recover a substance from a solution. (L4, L5) • How mixtures can be separated, including through filtering, sieving and evaporation. (L5) • There are reasons, based on evidence from comparative tests, for the uses of everyday materials including metals, wood and plastic. (L2) • Dissolving, mixing and changes of state are reversible changes. (L6) • Some changes result in the formation of new materials and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. (L6) <u>Working Scientifically</u> <u>To know how to</u> <table><tr><td></td><td></td></tr><tr><td></td><td><u>Making Predictions (L4)</u> Make precise predictions from test results, using these to plan fair, well-controlled tests.</td></tr><tr><td></td><td><u>Setting up tests (L3)</u> Plan scientific enquiries and begin to identify the variables.</td></tr><tr><td></td><td><u>Observing and Measuring (L6)</u> Select from a range of equipment to take precise measurements and begin to understand the need for repeat readings.</td></tr><tr><td></td><td></td></tr><tr><td></td><td><u>Interpreting and Communicating Results (L1, L2, L5)</u> Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.</td></tr><tr><td></td><td></td></tr></table>				<u>Making Predictions (L4)</u> Make precise predictions from test results, using these to plan fair, well-controlled tests.		<u>Setting up tests (L3)</u> Plan scientific enquiries and begin to identify the variables.		<u>Observing and Measuring (L6)</u> Select from a range of equipment to take precise measurements and begin to understand the need for repeat readings.				<u>Interpreting and Communicating Results (L1, L2, L5)</u> Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.			Physical property	Use test results to explain some uses of everyday materials. Learning <i>The physical properties of a material are the features that can be observed or measured. The results of investigations enable us to explain why materials are suitable for particular uses. Scientists and engineers choose materials for different uses based on their physical properties.</i> Activities WS: Interpret results from tests to explain why a material is suitable for a purpose. SE: Look for patterns in a materials' properties and its suitability for a purpose.
																	
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		Thermal Insulator Conductor	Set up a comparative test to investigate thermal conductivity and insulation. Learning <i>A thermal insulator is a material that does not allow heat to pass through easily. Different materials can be suitable or unsuitable for thermal insulation depending on their properties.</i> Activities WS: Set up a test to investigate thermal conductivity. SE: Take part in a comparative test to investigate thermal conductivity.														
		Soluble Insoluble Substance Solution	Predict which materials are soluble or insoluble and classify them based on my results. Learning <i>When a substance dissolves, it has mixed with the water to make a solution. Some materials are soluble (for example, sugar, salt etc) and some are insoluble (butter, hundreds and thousands etc).</i>														

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Book/ Science Capital	Spencer Silver Arthur Fry											
Resources	• Post it notes • Metal spoon, slinky, rock, transparent materials, opaque materials, waterproof materials, absorbent materials, flexible materials, magnetic materials, good electrical conductors • 2 glasses, one with sugar and one with butter, Spoon. Hot water. • Materials- such as icing sugar, salt, flour, milkshake powder, hot chocolate powder, coffee, mini marshmallows, jelly, hundreds and thousands, popping candy, powder paint (You do not need all of these or as many- just a range). • Tea lights and tea light holders, sand trays. • Milk carton/jar per group, milk • Materials for heating- ice cubes, cheese, butter, bread, apple, jelly • Tea light, tealight holder, foil trays, sand, sand tray, matches/lighter. • Tea bags (These need to be the ones with a stable in) long lighter. • Bottle, balloon or glove, vinegar, bicarb • Film canisters, vit C tablets, bicarb, mentos, yeast, white vinegar, malt vinegar, water, lemon juice. • Sugar, salt, baking powder, cornflour, water • Beakers, bowls, stirrers, pegs/buttons, mini washing line, paper, cardboard and other surfaces to test.											

Overarching Enquiry Question: What moves in space?

Length of unit - 6 Sessions

	Disciplinary and Substantive Knowledge	Suggested Vocabulary	Learning Sequence
Pre-learning	• We have four seasons (autumn, winter, spring and summer). • The Sun is a source of light, but the Moon is not. • A shadow is caused when an object blocks light from passing through it. • The properties of a sphere.	Planet Solar system	Identify and classify planets and ask questions to further my knowledge. Learning The solar system consists of the Sun and all other objects in space travelling around it. The Sun is the centre of the solar system There are eight planets in the solar system: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune Activities WS: Raise questions about the orbit of the planets. SE: Identify and classify planets.
Learning in this unit	<u>To know that</u> • The movement of the Earth and other planets is relative to the sun in the solar system. (L1, L2) • The movement of the moon is relative to the Earth. (L6) • The Sun, Earth and Moon are approximate spherical bodies. (L3) • Earth rotation causes day and night due to the apparent movement of the sun across the sky. (L4, L5) <u>Working Scientifically</u> <u>To know how to</u>		
	 Asking Questions (L1) Create further questions from enquiries to investigate		
			
			
			
	 Recording Data (L5) Record data and results in a range of formats, beginning to choose the most appropriate representation for the data.		
	 Interpreting and Communicating Results (L2, L3, L4, L6) Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.		
			
	<u>Scientific Enquiry</u>	Solar system Sun Orbit <	

			Axis	Observe and explain how and why day and night occur
		<u>Research (L2, L3)</u> Using secondary sources of information to answer scientific questions.		Learning <i>The Earth rotates on an imaginary line called its axis. Different parts of the planet face towards the Sun or away from it. It takes 24 hours for the world to turn all the way around, and we call this a day.</i>
		<u>Observation over time (L4, L5, L6)</u> Observing changes that occur over a period of time ranging from minutes to months.		Activities WS: Use a series of diagrams to show why we have day and night. SE: Use a model to observe rotation of the earth over a day.
				
		<u>Identifying, grouping and classifying (L1)</u> Making observations to name, sort and organise items.		
			Rotating Shadow	Observe the position of the sun over a day and record using a labelled diagram. Learning From Earth, the Sun looks like it moves across the sky in the daytime <i>The Sun does not actually move around Earth, rather it is Earth that rotates on its axis</i> We can observe shadows changing throughout the day because Earth is rotating Activities WS: Record the different positions of the sun in the sky over the day. SE: Observe the position of the sun throughout the day.
Book/ Science Capital	Neil Armstrong Buzz Aldrin Tim Peake Helen Sharman		Moon Orbit Reflect	Observe changes in the moon phases and record my learning using scientific diagrams and labels.
Resources	• Playdough/plasticine/ or salt dough at least 150g per group/person. • Plastic knife. • Peppercorn, blueberry, grape, pea, Watermelon, coconut, orange, lemon. • Trundle wheels/ tape measures/rulers. • Oreo cookies • Split pins • Sand/rice, crisp tubes. • Sticky tape, model figures, torch, globe. Trays/baking trays, flour, coco powder, sieve, balls of different weights and sizes e.g., ping pong, marbles, bouncy balls.			Learning <i>The Moon orbits the Earth. It takes 28 days for the Moon to complete its orbit of the Earth. The Moon appears to change shape depending on the amount we see from Earth being lit by the Sun.</i> Activities WS: Represent the Moon phases using scientific diagrams and labels. SE: Observe changes in the appearance of the moon over time.

Medium Term Plan – SCIENCE – Year 5 Spring 2 – **LIVING THINGS AND THEIR HABITATS**

Overarching Enquiry Question: Do all life cycles look the same?

Length of unit - 6 Sessions

	Disciplinary and Substantive Knowledge	Suggested Vocabulary	Learning Sequence														
Pre-learning	- Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates. - Some examples of life cycles (including those of plants and humans)	Mammal Life cycle	Research and present a life cycle of a mammal. Learning Mammals are animals, they are living things that grow and reproduce Mammals are born alive from their mother The stages of a mammal's life cycle are baby, young and adult Activities WS: Present a life cycle as a labelled diagram SE: Research a chosen mammal's life cycle														
Learning in this unit	<u>To know that</u> - There are differences in life cycles of a mammal, an amphibian, an insect and a bird. (L1, L2, L3, L4) - There are different life processes of reproduction in some plants and animals. (L5, L6) <u>Working Scientifically</u> <u>To know how to</u> <table><tr><td></td><td><u>Asking Questions (L5)</u> Create further questions from enquiries to investigate</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td><u>Recording Data (L6)</u> Record data and results in a range of formats, beginning to choose the most appropriate representation for the data.</td></tr><tr><td></td><td><u>Interpreting and Communicating Results (L1, L2, L3, L4)</u> Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.</td></tr><tr><td></td><td></td></tr></table>		<u>Asking Questions (L5)</u> Create further questions from enquiries to investigate								<u>Recording Data (L6)</u> Record data and results in a range of formats, beginning to choose the most appropriate representation for the data.		<u>Interpreting and Communicating Results (L1, L2, L3, L4)</u> Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.			Bird Egg Hatchling Fledgling Reproduce	Research and present a life cycle of a bird. Learning Birds are animals, they are living things that grow and reproduce Birds hatched from eggs are hatchlings. When a fledgling or juvenile bird has grown, it becomes a mature or adult bird Activities WS: Present a life cycle as a labelled diagram SE: Research a chosen bird's life cycle
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			Amphibian Life cycle Larva Reproduce Metamorphosis	Research and present a life cycle of an amphibian. Learning Amphibians are animals, they are living things that grow and reproduce Amphibians are usually hatched from eggs, then live under water before moving onto land Most amphibians go through big changes (metamorphosis), but not all amphibians do. Activities WS: Present a life cycle as a labelled diagram SE: Research a chosen amphibian's life cycle													
			Insect Life cycle Larva Pupa Metamorphosis	Research and present a life cycle of an insect. Learning Insects are animals, they are living things that grow and reproduce The life cycle of an insect is commonly: egg, larva (young stage), pupa (inactive) and adult													
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	 Identifying, grouping and classifying (L5) Making observations to name, sort and organise items.		stage Many insects undergo the greatest changes of all animals, they undergo a complete metamorphosis Activities WS: Present a life cycle as a labelled diagram SE: Research a chosen insect's life cycle
		Cutting Clone Seeds Offspring Parent plant Reproduce	Ask questions to help classify the different ways plants can reproduce. Learning Plants reproduce to make new plants, or offspring, in different ways. Plants can reproduce asexually, which means a single parent plant can reproduce on its own. Some plants reproduce when part of a single plant (a cutting) is used to generate a new plant. Flowering plants can reproduce by making seeds, which grow into new plants. Activities WS: Ask questions about plant reproduction. SE: Classify different ways that plants can reproduce
		Cutting	Observe plant growth from a cutting over time and record my observations. Learning Plants that have been grown from cuttings can be observed changing over time. Activities WS: Record data from my plant cutting. SE: Observe the growth of a cutting over time.
Book/ Science Capital	Jane Goodall David Attenborough		
Resources	• Post it notes • Books/information about endangered animals. • ICT • Sticky tape, magnifying glasses, moss. • Real flowers (optional) Graph paper		

	Disciplinary and Substantive Knowledge	Suggested Vocabulary	Learning Sequence														
Pre-learning	Some examples of life stages (including those of plants and humans)	Womb Baby	Research and record the stages of development that a baby goes through Learning <i>Humans grow and develop inside the mother's womb for nine months until they are born. When human babies are born they cannot survive by themselves.</i> <i>Humans are considered as babies up to 12 months of age, as they learn to focus their vision, reach out and explore.</i> Activities <i>WS: Record the stages of development on a timeline</i> <i>SE: Research the stages of development that a baby goes through</i>														
Learning in this unit	<u>To know that</u> There are changes as humans develop to old age (L1-L6) <u>Working Scientifically</u> <u>To know how to</u> <table><tr><td></td><td><u>Asking Questions (L5, L6)</u> Create further questions from enquiries to investigate</td></tr><tr><td></td><td><u>Making Predictions (L4)</u> Make precise predictions from test results, using these to plan fair, well-controlled tests.</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td></td><td><u>Recording Data (L1, L2)</u> Record data and results in a range of formats, beginning to choose the most appropriate representation for the data.</td></tr><tr><td></td><td><u>Interpreting and Communicating Results (L5)</u> Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.</td></tr><tr><td></td><td></td></tr></table>		<u>Asking Questions (L5, L6)</u> Create further questions from enquiries to investigate		<u>Making Predictions (L4)</u> Make precise predictions from test results, using these to plan fair, well-controlled tests.						<u>Recording Data (L1, L2)</u> Record data and results in a range of formats, beginning to choose the most appropriate representation for the data.		<u>Interpreting and Communicating Results (L5)</u> Report and presenting findings from enquiries, including conclusions, causal relationships and explanations of results. Focus on scientific reasons for results, rather than a comparison.			Toddler Child	Notice changes in child development over time and record using a scatter graph. Learning <i>By the time children reach 12 months of age, they are toddlers as they begin to walk. Once a human reaches the age of three years old, they are classed as a child.</i> <i>Children reach a variety of important milestones in how they play, learn, speak, behave, and move.</i> Activities <i>SE: Record the stages of child development on a timeline</i> <i>WS: Observe child development over time.</i>
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	 <u>Research (L1, L5)</u> Using secondary sources of information to answer scientific questions.		<i>puberty.</i> <i>SE: Identify changes that happen in their body during puberty.</i>
	 <u>Observation over time (L2)</u> Observing changes that occur over a period of time ranging from minutes to months.		
	 <u>Pattern-seeking (L6)</u> Identifying patterns and looking for relationships in enquiries where variables are difficult to control.		
	 <u>Identifying, grouping and classifying (L3, L4)</u> Making observations to name, sort and organise items.		
		Adult	Use research and observation to explain how a human develops over time. Learning <i>Adulthood is commonly thought of as beginning at around 20 years</i> <i>Adulthood is the period in a human's life whereby full physical and intellectual maturity have been attained</i> <i>Physical changes in early adulthood include reaching full height and gaining muscle</i> Activities WS: Predict when changes in adulthood will occur. SE: Identify changes through adulthood.
Book/ Science Capital	Midwife	Elder Elderly.	Identify and explain how the human body changes as a person gets older. Learning <i>Old age is the last period of human life.</i> <i>During old age, hair can become more grey and hearing and vision can deteriorate.</i> <i>During old age, bones can shrink in size, and muscles generally lose strength and flexibility.</i> Activities WS: Ask questions about what happens to a body during old age. SE: Research by asking questions
Resources	• Post it notes • Poppy seed, grapes, lettuce, turnip, coconut, swede, papaya, pumpkin • Scrap paper • Whiteboards and pens		
	•	Life expectancy	Seek patterns in how life expectancy has changed over time and research reasons why. Learning <i>Life expectancy is the measure of how long a person is expected to live.</i> Life expectancy varies worldwide and involves many factors. The average life expectancy in the UK is around 79 years for males and 83 years for females. Activities WS: Communicate reasons why life expectancy has changed over time. SE: Identify patterns in the changes of life expectancy over the time