

Scientific enquiry skills should permeate through all Science learning

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate -recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting 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
- identifying scientific evidence that has been used to support or refute ideas or arguments.

MAYAN MAYHEM (6)	
GEOGRAPHY	- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,
HISTORY	-a non-European society that provides contrasts with British history –Mayan civilization c. AD 900;
ENGLISH	Context for writing: Non chronological Text Narrative – settings Instructions Letter Please refer to topic learning pathway
Computing	-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

BORN FREE (3)	
CITIZENSHIP	-to talk and write about their opinions, and explain their views, on issues that affect themselves and society -to face new challenges positively by collecting information, looking for help, making responsible choices, and taking action -to research, discuss and debate topical issues, problems and events; b. why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules -to reflect on spiritual, moral, social, and cultural issues, using imagination to understand other people's experiences
ENGLISH	Context for writing: Persuasive writing Debate Recount Please refer to topic learning pathway
Computing	-use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

ENQUIRING MINDS (1)	
SCIENCE	-compare how things move on different surfaces -notice that some forces need contact between two objects, but magnetic forces can act at a distance -observe how magnets attract or repel each other and attract some materials and not others -compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

	<ul style="list-style-type: none"> -describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing. -identify common appliances that run on electricity -construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers -identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery -recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit -recognise some common conductors and insulators, and associate metals with being good conductors
DESIGN TECHNOLOGY	<ul style="list-style-type: none"> -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products
ENGLISH	<p>Context for writing: Report writing Please refer to topic learning pathway</p>
Computing	<ul style="list-style-type: none"> -use sequence, selection, and repetition in programs; work with variables and various forms of input and output

IT'S A DISASTER (3)	
GEOGRAPHY	<ul style="list-style-type: none"> -Describe and understand key aspects of physical geography, including volcanoes and earthquakes,
ENGLISH	<p>Context for writing: Non chronological report Narrative – character description Please refer to topic learning pathway</p>
Computing	<ul style="list-style-type: none"> -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

SURVIVAL OF THE FITTEST (6)	
ART	<ul style="list-style-type: none"> -to create sketch books to record their observations and use them to review and revisit ideas -to improve their mastery of art and design techniques, including drawing
SCIENCE	<ul style="list-style-type: none"> -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rocks -recognise that soils are made from rocks and organic matter -describe the changes as humans develop to old age - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals -give reasons for classifying plants and animals based on specific characteristics - recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago -recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents -identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
ENGLISH	<p>Context for writing:</p>

	<p>Narrative Diary Biography Letter</p> <p>Please refer to topic learning pathway</p>
Computing	<ul style="list-style-type: none"> -use sequence, selection, and repetition in programs; work with variables and various forms of input and output -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

SNACK ATTACK (6)

SCIENCE	<ul style="list-style-type: none"> -identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood -recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function -describe the ways in which nutrients and water are transported within animals, including human
DESIGN TECHNOLOGY	<p>As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.</p> <ul style="list-style-type: none"> -use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups -select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities -investigate and analyse a range of existing products -evaluate their ideas and products against their own design criteria and consider the views of others to improve their work -understand how key events and individuals in design and technology have helped shape the world -understand and apply the principles of a healthy and varied diet
ENGLISH	<p>Context for writing: Instructions Letter writing Explanation</p> <p>Please refer to topic learning pathway</p>
Computing	<ul style="list-style-type: none"> -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

RAIDERS OR TRADERS (6)

HISTORY	<ul style="list-style-type: none"> -the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor (See non-statutory guidance)
COMPUTING	<ul style="list-style-type: none"> -design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

	-use sequence, selection, and repetition in programs; work with variables and various forms of input and output
ENGLISH	<p>Context for writing: Newspaper report Narrative Persuasive text</p> <p>Please refer to topic learning pathway</p>

GREAT GREAT BRITAIN (6)	
MUSIC	<p>-develop an understanding of the history of music</p> <p>-appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>- improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>- listen with attention to detail and recall sounds with increasing aural memory</p>
ART	<p>-to create sketch books to record their observations and use them to review and revisit ideas</p> <p>-to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>-taught about great artists, architects and designers in history.</p>
ENGLISH	Please refer to topic learning pathway
Computing	<p>Music</p> <p>-use sequence, selection, and repetition in programs; work with variables and various forms of input and output</p> <p>-select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>

Discrete

[Refer to PE Curriculum](#)

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best