

A Creative Genius	B Thrills and Spills	C – The Great War
<p>Science</p> <p>All living things and their habitats(Year 5) Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death). <p>Animals, including humans (Year 5) Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood (including the pulse and clotting). <p>All living things (Year 6) Pupils should be taught to:</p> <ul style="list-style-type: none"> explain the classification of living things into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms describe the life process of reproduction in some plants and animals describe the changes as humans develop from birth to old age recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. <p>Evolution and inheritance Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally 	<p>Geography</p> <p>Human and Physical Geography Describe and understand key aspects of;</p> <ul style="list-style-type: none"> Physical geography, including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Electricity Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. as the objects that cast them. <p>Forces (Year 5) Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object identify the effects of air resistance, water resistance and friction, that act between moving surfaces recognise that some mechanisms, including levers, pulleys and gears, allow a 	<p>History</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> The British Empire and WW1. <p>Geography Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

<p>offspring vary and are not identical to their parents</p> <ul style="list-style-type: none"> describe how adaptation leads to evolution recognise how and why the human skeleton has changed over time, since we separated from other primates. 	<p>smaller force to have a greater effect.</p>	
<p>D Who am I?</p>	<p>E –To infinity and beyond</p>	<p>F survivor (rainforests) – theme title to be decided</p>
<p>History</p> <ul style="list-style-type: none"> A local history study – links with local area and slavery. A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – changes in an aspect of social history; slavery and the trade triangle. <p>Geography</p> <p>Human and physical Geography</p> <p>Describe and understand key aspects of;</p> <ul style="list-style-type: none"> Human geography, including; types of settlement and land use, economic activity including trade links. <p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. 	<p>History</p> <ul style="list-style-type: none"> Ancient Greece – a study of Greek like and achievements and their influence on the western world. <p>Earth and space (Year 5)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. <p>Magnetism (Year 5)</p> <p>Pupils should be taught to:</p> <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. <p>Forces (Year 5)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the 	<p>Geography</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge (of the United Kingdom and) the wider world. <p>Place Knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America. <p>Science</p> <p>Properties of everyday materials and reversible change (Year 5)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets understand how some materials will dissolve in liquid to form a solution, and

	<p>falling object</p> <ul style="list-style-type: none"> • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. <p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise that light appears to travel in straight lines • use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye • use the idea that light travels in straight lines to explain why shadows have the same shape 	<p>describe how to recover a substance from a solution</p> <ul style="list-style-type: none"> • use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • demonstrate that dissolving, mixing and changes of state are reversible changes. <p>Changes that form new materials (Year 6)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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, oxidation, and the action of acid on bicarbonate of soda.
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