



AUTUMN	SPRING		SUMMER	
<p>UNIT: How different will you be when you are as old as your grandparents? DRIVER: Science Wow beginning: Ageify app Wow ending:</p>	<p>UNIT: Can you feel the force? DRIVER: Science Wow beginning: Climbing wall Wow ending: Parachutes dropped from a height</p>	<p>UNIT: Do all animals and plants start life as an egg? DRIVER: Science Wow beginning: Plant vegetables Wow ending: Eat the vegetables</p>	<p>UNIT: Is there anybody out there? DRIVER: Science Wow beginning: Wow ending: Visit to Space Centre, Liverpool</p>	<p>UNIT: What's the Matter? DRIVER: Science Wow beginning: Melting chocolate experiment Wow ending: Visit St John Fisher, complete forensic task</p>
<p>Possible learning outcomes:</p> <p>Choose a baby, themselves, a teenager, a young adult, their parents and their grandparents and create a chart to find out about what they can and cannot do? What can you now do that you couldn't do when you were a baby? Do we all have the same X Factor? What are the important things we should do to keep fit and healthy? Through drawing and painting, can you accurately sketch yourself and your grandparent? What is the life expectancy of different animals?</p> <p><u>Reflection:</u> How would you wish to be remembered as you make your journey through life?</p> <p><u>Working Scientifically:</u> compare data about the gestation periods of humans and other animals or find out and record the length and mass of a baby as it grow.</p> <p><u>Literacy Link:</u> Many opportunities here for reflective writing; explanation texts.</p> <p><u>Numeracy Links:</u> Many opportunities in this LC for children to carry out measurements and create graphs and charts.</p>	<p>Possible learning outcomes:</p> <p>What is friction and how does it affect moving objects? Why will a car always move faster than a boat? What is gravity and why is Isaac Newton linked to it? Can you design and make a parachute to help you understand more about air resistance? What floats your boat? Can you design, make and evaluate a structure that will propel a marble as far as possible? What helps you to climb hills on your bicycle?</p> <p><u>Reflection:</u> Put together a presentation to show the advantages and disadvantages of friction in your life.</p> <p><u>Working Scientifically:</u> explore falling paper cones or cup-cake cases, and design and make a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They might explore resistance in water by making and testing boats of different shapes. They might design and make artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.</p>	<p>Possible learning outcomes:</p> <p>Can you work out which animals depend on each other for survival? What would you ask David Attenborough or Jane Goodall if you met them? How can you create a presentation to show the life cycle of a butterfly or a frog? Do all animals start life as an egg? How do humans reproduce? Can you recreate the life cycle of a butterfly in using music and dance? How can you create art from the environment?</p> <p><u>Reflection:</u> Children to create a poster of a chosen animal or plant showing its life cycle.</p> <p><u>Working Scientifically:</u> observe and compare the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), ask pertinent questions and suggest reasons for similarities and differences.</p> <p><u>Literacy Link:</u> There are many opportunities to link Literacy within this LC: explanation texts (use the Spider and the Fly book); devising questions, etc.</p>	<p>Possible learning outcomes:</p> <p>Could we describe the Earth and the Sun as space cousins? If the Earth and Sun are cousins, is the Moon a young nephew? Can you explain why we have day and night? How can we appreciate the distances between and the sizes of the Sun, Earth and Moon? What can we learn about the solar system and the other planets in it? Who was Neil Armstrong and what would you ask him if you met him? How could you create a moon surface and create a moon buggy?</p> <p><u>Reflection:</u> Could you create a simulated moon landing and film it?</p> <p><u>Working Scientifically:</u> compare the time of day at different places on the Earth through internet links and direct communication; create simple models of the solar system; construct simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; find out why some people think that structures such as Stonehenge might have been used as astronomical clocks.</p> <p><u>Literacy Link:</u> This topic provides opportunities for children to complete a fact file on a chosen planet.</p>	<p>Possible learning outcomes:</p> <p>Can you think of five materials that can be changed and reversed and five that cannot? How have scientists made use of changes to create materials that make our lives easier, eg, cling film? Which materials dissolve and evaporate and why can this sometimes be an important quality in those materials? How are reversible and irreversible changes important to forensic scientists? How could you solve a crime by using forensic evidence? What is bicarbonate of soda and what impact does it have on different materials? Using finger prints as well as hand and foot prints, can you create an interesting piece of art work that has interesting design features?</p> <p><u>Reflection:</u> Create your own version of 'Brainiac' and present it to Key Stage 1 children.</p> <p><u>Working Scientifically:</u> carry out tests to answer questions such as 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They might compare materials in order to</p>



Sacred Heart Catholic Primary School

Year 5 Science

<p><u>Creative Art Link:</u> Opportunities for children to create a self-portrait having looked at a range of artists' work. They will then create another drawing or painting of an older person's face and try to capture the differences.</p> <p>This topic provides opportunities for you to deal with the issues associated with death in as much depth as you would wish to.</p>	<p><u>Literacy Link:</u> Many possibilities exist for children to write in a range of genre.</p> <p><u>Numeracy Link:</u> There are huge expectations that children's measuring skills are required to be accurate.</p> <p><u>Creative Art Link:</u> In LC6 children should design and make a structure from any chosen material that will propel a marble as far as possible, This will be competition to find the person being most successful.</p>	<p><u>Expressive Arts Link:</u> Children will be provided with opportunities to write their own music and create their own dance taking the life cycle of a butterfly as their stimuli.</p> <p><u>Creative Art Link:</u> Children will look at the work of Andy Goldworthy or Simon Watts and use items they find in the environment to create a 3D piece of art.</p>	<p>They could also complete a set of questions they would ask Neil Armstrong.</p> <p><u>Numeracy Link:</u> The topic provides a great deal of opportunity for children to measure and use scale and create diagrams.</p> <p><u>Creative Art Link:</u> Children to design and make a model to represent the moon surface and then to create a buggy. They will film this later as part of their reflection.</p>	<p>make a switch in a circuit. They could observe and compare the changes that take place, for example when burning different materials or baking bread or cakes.</p> <p><u>Literacy Link:</u> There are many opportunities to make use of a range of literacy skills in this LC. For example there are opportunities to find out about a particular scientist's work, eg Ruth Benerito or Spencer Silver.</p> <p><u>Creative Art Link:</u> The topic provides opportunities for children to consider the work of Salvador Dali and then create their own work using footprints, handprints and fingerprints.</p>
<p><u>Resources</u></p>	<p><u>Resources</u></p>	<p><u>Resources</u></p>	<p><u>Resources</u></p>	<p><u>Resources</u></p>