

	AUTUMN 1	AUTUMN 2	SPRING 1	Spring 2	SUMMER 1	SUMMER 2
Unit of Work National curriculum	Earth and space	Forces	Properties and Changes of Materials	Properties and Changes of Materials	Living things and their habitats	Animals including humans
Switched on Science	Topic 1 Out of this world	Topic 4 Let's get moving	Topic 2 Material world	Topic 2 Material world	Topic 3 Circle of life	Topic 5 Growing up and growing old
Substantive knowledge Key knowledge	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	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	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. Pupils should study and raise questions about their local environment throughout the year. They should observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment. They should find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.	Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

<p>Describe the sun, Earth and moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky</p>	<p>and friction, that act between moving surfaces</p> <p>Recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p>response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of</p>	<p>response to magnets</p> <p>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <p>Give reasons, based on evidence from comparative and</p>	<p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p>	
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Demonstrate that dissolving, mixing and changes of state are reversible changes

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 and the action of acid on bicarbonate of soda

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Disciplinary knowledge	Pupils might work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.	Pupils might work scientifically by: exploring falling paper cones or cupcake cases, and designing and making 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 products that use levers, pulleys, gears and/or springs and explore their effects.	Pupils might work scientifically by: carrying out tests to answer questions, for example, '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 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. They might research and discuss how chemical changes have an impact on our lives, for	Pupils might work scientifically by: carrying out tests to answer questions, for example, '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 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. They might research and	Pupils might work scientifically by: observing and comparing 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), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.	Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.
Working scientificall y						

			example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.	discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.		
Cultural Capital Scientist	<p>Dr Sian Proctor- Analog Astronaut</p> <p>Margaret Hamilton- Computer scientist (Moon Landings)</p> <p>Stephen Hawking- Black Holes</p> <p>Mae Jemison – Astronaut</p> <p>Claudius Ptolemy and Nicolaus Copernicus - Heliocentric vs Geocentric Universe</p> <p>Neil Armstrong- First man on the Moon</p> <p>Helen Sharman- GB astronaut</p>	<p>Isaac Newton- Gravity</p> <p>Albert Einstein- The Theory Of relativity</p> <p>Galileo Galilei - Gravity and Acceleration</p> <p>Archimedes of Syracuse- Levers</p>	<p>Sir Humphrey Davy- Separating gases</p> <p>Jamie Garcia (BP website)- Invention of a new plastic</p> <p>Becky Schroeder - fluorescence material</p> <p>Spencer Silver, Arthur Fry and Alan Amron - Post-It Notes</p> <p>Ruth Benerito - Wrinkle-Free Cotton</p>	<p>Sir Humphrey Davy- Separating gases</p> <p>Jamie Garcia (BP website)- Invention of a new plastic</p> <p>Becky Schroeder - fluorescence material</p> <p>Spencer Silver, Arthur Fry and Alan Amron - Post-It Notes</p> <p>Ruth Benerito - Wrinkle-Free Cotton</p>	<p>Jane Goodall- naturalist</p> <p>Sylvia Earle - Marine biologist</p> <p>Dr. Paula Kahumbu-wildlife conservationist</p> <p>Mangala Mani – Antarctic scientist</p> <p>Sir David Attenborough- Animal Behaviourist</p>	<p>Alexander Fleming- Penicillin</p> <p>Louis Pasteur- Vaccination</p> <p>Eva Crane -Reproduction in Bees</p> <p>Virginia Apgar- <u>obstetrical anaesthesiologist</u></p>

	Caroline Herschel- First to find a comet Valentina Tereshkova- Cosmonaut					
Suggestions for school visits						
Teacher CPD links	Resources - Google Docs https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf	https://www.reachoutcpd.com PLAN Progression - Staff Drive - Google Drive	https://my.risingstars-uk.com/CourseHome.aspx?csid=9781510446151	https://classroom.thenational.academy/subjects-by-key-stage	Science - Staff Drive - Google Drive Science - Staff Drive - Google Drive	

Year 5- Living things and their Habitats

		Pupils previously learnt:	
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		<ul style="list-style-type: none"> - Yr 4: Recognise that living things can be grouped in a variety of ways. (Y4 - Living things and their habitats) - • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. (Y4 - Living things and their habitats) - • Recognise that environments can change and that this can sometimes pose dangers to living things. (Y4 - Living things and their habitats) 		
Lesson number	Lesson question	Pupils will learn		Key Vocabulary
		Substantive knowledge	Disciplinary knowledge	
1	Rising stars assessment Front cover (KWL) Knowledge organiser	Teacher assessment		
2	What do plants need to grow? (Recap)	<ul style="list-style-type: none"> • What plants need to allow themselves to grow. 	Identifying scientific evidence that has been used to support or refute ideas or arguments.	<ul style="list-style-type: none"> • germination • roots • leaves • flowering • seed dispersal
3	How do new plants grow from different parts of a parent plant?	<ul style="list-style-type: none"> • To observe the processes of germination and growth. 	Investigation/ comparative/ observation	<ul style="list-style-type: none"> • seed • shoot • germinate • root • leaves • growth

4	What do the parts of the flowers do?	<ul style="list-style-type: none"> To identify the different parts of the plants and the function of each part Why some plants have flowers 		<ul style="list-style-type: none"> fertilisation stamen sepal petal seed dispersal germination pollination
5	How do plants reproduce?	<ul style="list-style-type: none"> To be able to name and place in order the different parts of the life cycle of a plant. To explain how some flowering plants reproduce 		<ul style="list-style-type: none"> pollination pollen cross pollination flower nectar anthers
6	Do all fruits have similar seeds?	<ul style="list-style-type: none"> To compare seeds of different fruits or plants 		
7	What are the different methods of seed dispersal?	<ul style="list-style-type: none"> How seeds disperse and find new places to germinate and grow. 	Prediction	<ul style="list-style-type: none"> disperse germinate grow
8	What is the life cycle of an animal? How does it compare to a human?	<ul style="list-style-type: none"> To understand the lifecycle of a mammal To compare different life cycles 	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	<ul style="list-style-type: none"> embryo young adult mammals
9	How does the life cycle of an insect compare to an amphibian?	<ul style="list-style-type: none"> Describe metamorphosis Describe and compare the main 	Recording data and results of increasing complexity using scientific diagrams and	<ul style="list-style-type: none"> amphibians metamorphosis embryos

		stages of the life cycle of an insect and an amphibian	labels, classification keys, tables, scatter graphs, bar and line graphs	<ul style="list-style-type: none"> • larva • pupa • Insect • nymphs • tadpole • life cycle
10	Why do birds lay eggs?	<ul style="list-style-type: none"> • To identify the stages of a bird's life cycle • To label the parts of an egg • To describe how some birds attract a mate. 	Choose activities from switched on science resource	<ul style="list-style-type: none"> • chicken • chicks • hatchling • fledgling • nestling
11 12	Are the life cycles of all mammals the same? What are the differences in the life cycles of a mammal, an amphibian, an insect and a bird?	<ul style="list-style-type: none"> • Describe the process of sexual reproduction • Describe and compare the lifecycle of different types of mammal • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. 	Report and present findings from enquiries, including conclusions.	<ul style="list-style-type: none"> • sexual reproduction • gestation • placental • marsupials • mammals • monotremes • species
13	Cultural Capital Visit, visitor, scientist			
14	Rising Stars end of unit assessment	Teacher to identify any gaps and plan recap		

Year 5- Animals Including Humans

		Pupils previously learnt:	
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		<ul style="list-style-type: none"> - Yr 3: 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 that humans and some other animals have skeletons and muscles for support, protection and movement. - Yr 4: Describe the simple functions of the basic parts of the digestive system in humans. - • Identify the different types of teeth in humans and their simple functions. - • Construct and interpret a variety of food chains, identifying producers, predators and prey. 		
Lesson number	Lesson question	Pupils will learn		Key Vocabulary
		Substantive knowledge	Disciplinary knowledge	
1	Rising stars assessment Front cover (KWL) Knowledge organiser	Teacher assessment		
2	Why do we need a skeletal system? (Recap from Year 3)	<ul style="list-style-type: none"> • To be able to name the bones and their functions 		
3	What are the stages which indicate the growth and development of humans?	<ul style="list-style-type: none"> • Describe the changes as humans develop to old age. 	Choose activities from switched on science resource	<ul style="list-style-type: none"> • foetus • life cycle • growth • Development • baby

				<ul style="list-style-type: none"> • child • teenager • adult • elder
4	<p>How does the gestation period of humans and other animals compare?</p> <p>split in to two lessons. lesson 1 - gestation period of humans lesson 2- compare gestation period of other animals</p>	<ul style="list-style-type: none"> • To understand the difference between the gestation period of other animals and compare them with humans 	research	<ul style="list-style-type: none"> • gestation
5	<p>How do our bodies change from birth to adulthood?</p>	<ul style="list-style-type: none"> • To explore body changes from birth to adulthood. • To be able to explain the four developmental stages for humans. 	Researching the gestation periods of other animals and comparing them with humans	<ul style="list-style-type: none"> • Organism • Adolescent • Life cycle • foetus
6 7	<p>What happens to the skeletal system as humans grow older?</p>	<ul style="list-style-type: none"> • To be able to set up a comparative test. • To make connections with human growth and changes in the skeletal system • Pupils should draw a timeline to indicate stages in the growth and development of humans. 	<p>Comparative testing</p> <p>Find out and record the length and mass of a baby as it grows.</p>	
8	<p>What is puberty? Why does it occur? (SRE)</p>	<ul style="list-style-type: none"> • To explain the main physical and emotional changes that happen during puberty. • To be able to ask questions 		<ul style="list-style-type: none"> • sex hormones • female reproductive system • Male reproductive

		about puberty with confidence.		system <ul style="list-style-type: none"> • oestrogen • Testosterone • progesterone
9	Cultural Capital Visit, visitor, scientist	-		
10	Rising Stars end of unit assessment	Teacher to identify any gaps and plan recap		

Year 5- Properties and Changes of Materials

		<p>Pupils previously learnt:</p> <ul style="list-style-type: none"> - Yr 4: Compare and group materials together, according to whether they are solids, liquids or gases. - • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). - • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. - • Recognise some common conductors and insulators, and associate metals with being good conductors. (Y4 - Electricity) 	
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Lesson number	Lesson question	Pupils will learn		Key Vocabulary
		Substantive knowledge	Disciplinary knowledge	
1	Rising stars assessment Front cover (KWL) Knowledge organiser	Teacher assessment		
2	What are the different states of matter?	<ul style="list-style-type: none"> Recap knowledge on different states of matter from previous years. 	Use the PLAN matrices to look back at previous learning	<ul style="list-style-type: none"> Matter Air Gas Liquid
3 4	What are the properties of everyday objects?	<ul style="list-style-type: none"> To compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. 	<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p> <p>Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p>	<ul style="list-style-type: none"> Properties Solid Liquid Gas
5 6	Do all materials dissolve? combine with lesson 12 and 13.	<ul style="list-style-type: none"> Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution 	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	<ul style="list-style-type: none"> Dissolving Solution Substance Soluble Transparent Fair test

			Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	
7	What variables affect the time in which a substance takes to dissolve?	<ul style="list-style-type: none"> • Know how different variables affect time taken for sugar to dissolve in water • Explain that changing the variable can affect how quickly a substance dissolves. 	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate	dissolve, elastic, electrical conductor, evaporate, filter, flexible, hard, insoluble, mixture, plastic, rigid, soluble, solute, solution, solvent, strong, thermal conductor, thermal insulator, tough
7	How do you conduct a fair test? bags experiment, dissolving experiment	<ul style="list-style-type: none"> • To understand the different processes involved in both organising and conducting a fair test. • Different materials dissolve at a faster and slower rate, dependent on the variable used. 	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables when necessary.	<ul style="list-style-type: none"> • Variable • Fair • Independent and dependent variable • Controlled variable
12 13	What types of substances can be separated using filtering?	<ul style="list-style-type: none"> • Use of knowledge of solids, liquids and gases, to decide how mixtures might be separated, including through filtering, sieving and evaporation. 	Using test results to make predictions to set up further comparative and fair tests. Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<ul style="list-style-type: none"> • Filtering, • Solution • Dissolve • Solvent • Soluble • Mixture • funnel

10 11	How can we separate a solution?	<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 <p>know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.</p>	<p>use test results to make predictions to set up further comparative and fair tests</p> <p>identify scientific evidence that has been used to support or refute ideas or arguments</p>	<ul style="list-style-type: none"> • Dissolve • Soluble • Solution • Solvent
14	What is the best material for filtering?	<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 	<p>report and present 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</p>	<ul style="list-style-type: none"> • Filtering • Mixtures • Sieving • Evaporating
15	What is a thermal insulator?	<ul style="list-style-type: none"> • give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat findings when appropriate.</p>	<ul style="list-style-type: none"> • Thermal • Insulator • Pattern-seeking • Temperature

16	Are changes of state reversible?	<ul style="list-style-type: none"> • Demonstrate that dissolving, mixing and changes of state are reversible changes. 		<ul style="list-style-type: none"> • Reversible • Melting • Boiling • Freezing • Dissolution • Change • State • Dissolving
17 18	Why that material?	<ul style="list-style-type: none"> • To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic • Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets 	Identifying scientific evidence that has been used to support or refute ideas or arguments.	<ul style="list-style-type: none"> • Thermal insulator • Transparent • Elastic • Electrical conductor • Absorbant • Rigid • Flexible
19 20	How can we create new materials?	<ul style="list-style-type: none"> • 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 and the action of acid on bicarbonate of soda. 	Identify scientific evidence that has been used to support or refute ideas or arguments.	changes, formation, new materials, reversible, irreversible, burning, acid, action

21	Cultural Capital Visit, visitor, scientist			
22	Recap and review whole unit	Revision lesson		Whole unit vocabulary
23	Rising Stars end of unit assessment	Teacher to identify any gaps and plan recap		

Year 5-Earth and Space

		Pupils previously learnt: - Yr 3: Describe in simple terms how fossils are formed when things that have lived are trapped within rock. (Y3 - Rocks)		
Lesson number	Lesson question	Pupils will learn		Key Vocabulary
		Substantive knowledge	Disciplinary knowledge	
1	Rising stars assessment Front cover (KWL) Knowledge organiser	Teacher assessment		
2 3	What is the distance of each planet in relation from the sun? How does the Earth, and other planets move in relation to the Sun in the solar system?	<ul style="list-style-type: none"> How each planet is situated in our solar system Describe the movement of the Earth, and other planets, relative to the Sun in the solar system 	Taking measurements, using a range of specific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	<ul style="list-style-type: none"> Scale Planets Solar system Approximately spherical Rotating distance

4	What is at the centre of our solar system?	<ul style="list-style-type: none"> To understand how our solar system is distributed. 	Choose scientific skills and activities from switched on science resources.	<ul style="list-style-type: none"> Rotation Orbit
5	How do we get day and night?	<ul style="list-style-type: none"> How the earth's rotation affects daylight. How to create a sundial. 		<ul style="list-style-type: none"> Daylight Length
6	How are the moon phases created?	<ul style="list-style-type: none"> To understand how the moon's orbit affects the phases of the moon. 	Report and present 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. Identify scientific evidence that has been used to support or refute ideas or arguments.	<ul style="list-style-type: none"> Phases Orbit Geocentric Heliocentric Time zone Sun Star
7	What are the moon phases?	<ul style="list-style-type: none"> To understand the different phases of the moon. To describe the movement of the Moon relative to the Earth 	Choose activities from switched on science resources.	
8	How is our knowledge of space changing?	<ul style="list-style-type: none"> To carry out research on how our knowledge of space is evolving 		<ul style="list-style-type: none"> Contemporary
9	Cultural Capital Visit, visitor, scientist	Science Museum		
10	Rising Stars end of unit assessment	Teacher to identify any gaps and plan recap		

Year 5- Forces

		Pupils previously learnt: <ul style="list-style-type: none">- Nursery: Explore how things work.• Explore and talk about different forces they can feel.• Talk about the differences between materials and changes they notice.	
Lesson number	Lesson question	Pupils will learn	Key Vocabulary

		Substantive knowledge	Disciplinary knowledge	
1	Rising stars assessment Front cover (KWL) Knowledge organiser	Teacher assessment Recap learning from previous years		
2	What is force? Is gravity a force ?	<ul style="list-style-type: none"> • How forces interact • What a force is • The effects a force can have • What gravity is and how it impacts our world. 	Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	Force, Gravity, Earth Push, Pul, Squeeze Stretch, Catch Twist, Mass, Weight
3 /4	What does a Newton Meter measure?	<ul style="list-style-type: none"> • How to use a Newton Meter • What a Newton Meter measures • How a newton metre works • The relationship between mass, weight and gravity. 	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeated readings when necessary.	Newton Meter Units of force Mass Weight Force, gravity
4/5	What is the difference between air resistance and gravity?	<ul style="list-style-type: none"> • To notice the differences between different forces, such as air resistance and gravity. 		
4/5	How does the surface area of a material affect air resistance?	<ul style="list-style-type: none"> • To consider what affects air resistance • To explore how air resistance can be helpful/unhelpful 	<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables.</p> <p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar</p>	Air resistance Gravity Units of force Galileo Helpful and unhelpful forces Opposing forces Surface area Controlled variables Independent variables

			and line graphs. Using test results to make predictions to set up further comparative and fair tests.	Dependent variables
6	What is friction?	<ul style="list-style-type: none"> • What friction is • To identify friction in our everyday lives • Consider how friction can be useful/unhelpful • Investigate which materials affect friction • Make links between friction and resistance forces (air and water) 	Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	Drag Friction Resistance Pull Push Surfaces Heat Force Opposite direction Prediction
7	How do we lift heavy items?	<ul style="list-style-type: none"> • What a lever is • How levers work • Where might we use levers? • That there are different types of levers 	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.	Lever Force Load Fulcrum Simple machine
8	How do forces interact on a pulley?	<ul style="list-style-type: none"> • What is a pulley? • Why do we use pulleys? • How pulleys work - what makes pulley's efficient • Where can we see pulleys in everyday lives 	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables.	Pulley Simple machine Wheel Groove Axel
9	Cultural Capital			

	Visit, visitor, scientist			
10	Rising Stars end of unit assessment	Teacher to identify any gaps and plan recap		