Year 6 Curriculum Map 2023-2024

At Hunslet Moor Primary we are determined that every child...
is a **confident** and **competent reader** and **communicator**
has the **knowledge** they need for **future success**
is **enriched** through meaningful **experiences**
has **aspirations**, inspiration and the **attributes** to be a **responsible citizen**

Curriculum Aims

- develop all children as confident and competent readers and communicators
- ensuring all children acquire the knowledge they need to achieve future success regardless of their starting points
- provide enriching experiences to excite children's curiosity & widen their knowledge & understanding of the world around them
- raise aspirations and inspire all children to develop the skills, character and attributes to be responsible citizens

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enriching Experiences	Vikings workshop Into Uni FOCUS week	Visit a Sikh temple	Japan day OR Japanese fan dancing workshop	'Natural Selection' science dome experience	Arctic explorer volunteer OR Polar Regions VR workshop	Early Islamic Civilisation day Into Uni Transition workshop Ingleborough Hall residential - TBC
Geography & History **Curriculum Drivers**	**History** **Traders and Raiders** **Vikings (793-1066AD) and Anglo Saxons (410-1066AD)** *How did the Vikings and the Anglo Saxons influence our country?* **Objectives** ● To describe Britain's settlement by Anglo-Saxons and Scots ● To describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor ● To address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance ● To construct informed responses that involve thoughtful selection and organisation of relevant historical information ● To understand how our knowledge of the past is constructed from a range of sources ● To note connections, contrasts and trends over time and show developing appropriate use of historical terms		**Geography** **Extreme Earth** **Japan** *What is it like to live in a seismic country?* **Objectives (L1-10)** ● To locate Japan on a world map ● To identify the surrounding seas, and oceans of Japan ● To identify the capital city, and other major cities of Japan ● To identify Asia on a global map ● To describe what a meridian line is ● To use the latitude and longitude to pinpoint a country's location ● To describe how an earthquake occurs ● To describe why Japan has more earthquakes than the UK ● To identify hazards and safety precautions that could be put in place during an earthquake ● To explain the cause of a tsunami and list the possible hazards and effects ● To label the main parts of a volcano and understand the causes of a volcanic eruption ● To give a definition of physical geography ● To identify a physical feature of Japan		**Geography** **Extreme Earth** **Japan** *What is it like to live in a seismic country?* **Objectives (L11)** ● To apply learning on Extreme Earth to draw conclusions on what life in a seismic country is like. **Frozen Planet** **Polar Regions** *What makes the polar regions unique?* **Objectives** ● To know the location of the North and South poles	**History** **Arabian Nights** **Islamic Civilisations (AD900)** *Did Early Islamic civilizations invent it all first?* **Objectives** ● To describe a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 ● To use evidence to support arguments

			● To compare and contrast the physical geography of Japan and the UK		● To identify lines of longitude and latitude and explain the function of each ● To use different forms of mapping to locate countries across the world and identify major cities in each ● To describe and locate the equator, Northern Hemisphere, Southern Hemisphere ● To locate the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle on a map ● To locate the countries of the Arctic circle ● To identify key features of a locality by using different mapping systems ● To use maps and atlases appropriately by using contents and indexes ● To confidently use a six figure grid reference ● To accurately plot eight points of a compass on a map ● To explain why a locality has certain human and physical features	● To make confident use of a variety of sources for independent research ● To describe a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods he/she studies
Art and DT	Art movement: **Post-Impressionism** Artist: **Vincent Van Gogh** Artwork: **Fourteen Sunflowers in a Vase** **Colour theory, Sketchbook focus/painting Backgrounds** To explore the artist and the artwork. Mix paint colours to create the background to their final piece.	**History** **Traders and Raiders** **Vikings (793-1066AD) and Anglo Saxons (410-1066AD)** *How did the Vikings and the Anglo Saxons influence our country?* *Science link stand alone* Design, make and evaluate a (product) for _____ (user) for _____ (purpose). **To monitor and control.** *..\DT\Projects on a Page 2019\5_6 Monitoring and control.doc*	Art movement: **Post-Impressionism** Artist: **Vincent Van Gogh** Artwork: **Fourteen Sunflowers in a Vase** **Drawing/collage** Explore drawing, sketching and drawing sunflowers and the vase. Then to draw, lightly, on top of their background they painted in Autumn.	**Geography** **Extreme Earth** **Japan** *What is it like to live in a seismic country?* Design, make and evaluate a (product) for _____ (user) for _____ (purpose). **Time for sushi** *..\DT\Projects on a Page 2019\5_6 Celebrating culture and seasonality.doc*	Art movement: **Post-Impressionism** Artist: **Vincent Van Gogh** Artwork: **Fourteen Sunflowers in a Vase** **Painting** To finally use their knowledge of colour mixing to paint their own Fourteen Sunflowers in a Vase painting. Creating depth, expression and composition with colours.	**History** **Arabian Nights** **Islamic Civilisations (AD900)** *Did Early Islamic civilizations invent it all first?* Design, make and evaluate a (product) for _____ (user) for _____ (purpose). **To create a waterwheel** *..\DT\Projects on a Page 2019\5_6 Cams Side 1.doc*
	Sequence of objectives ● To develop the skills of creating washes	**Objectives** ● **Research –** To have an understanding of the	**Sequence of objectives** ● To use previously taught drawing skills for	**Objectives** ● **Research –** To explore a range of initial ideas, and	**Sequence of objectives** ● To use all previously and newly taught colour	**Objectives**. 1. **Research –** To investigate famous manufacturing

	as a base for paintings. • To use all previously and newly taught colour theory knowledge to paint a background. • To explore monochromatic colours and how to create them.	essential characteristics of a series circuit and experience of creating a battery-powered, functional, electrical product. • **Design –** To generate, develop and communicate ideas through discussion, annotated sketches and pictorial representations of electrical circuits or circuit diagrams. . To formulate a step-by-step plan to guide making, listing tools, equipment, materials and components. • **Make –** To develop a design specification for a functional product that responds automatically to changes in the environment and to create and modify a computer control program to enable their electrical product to respond to changes in the environment To competently select and accurately assemble materials, and securely connect electrical components to produce a reliable, functional product. • **Evaluate -** To continually evaluate and modify the working features of the product to match the initial design specification. To test the system to demonstrate its effectiveness for the intended user and purpose. To know and use technical vocabulary relevant to the project.	proportion, single- and two-point focal point drawings. • To explore using a 6B pencil with previously taught pencils. • To create shades, shadows and 3D shapes, objects and buildings with crosshatching and focal points using a B, 2B, 3B, 4B, 5B and 6B pencils. • To develop skills with drawing focal points, foreground, middle ground and background.	make design decisions to develop a final product linked to user and purpose. To understand how key chefs have influenced eating habits to promote varied and healthy diets. To understand about seasonality in relation to food products and the source of different food products. To have knowledge and understanding about food hygiene, nutrition, healthy eating and a varied diet. • **Design –** To generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. To use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. • **Make –** To make, decorate and present the food product appropriately for the intended user and purpose. • **Evaluate -** To evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. To know and use relevant technical and sensory vocabulary.	theory knowledge to create an observational recreation of a painting. • To create depth and dimension with colours, shades and tints.	and engineering companies relevant to the project. To test products with the intended user, where safe and practical, and critically evaluate the quality of the design, manufacture, functionality and fitness for purpose. To understand that mechanical systems have an input, process and an output. 2. **Design –** To develop a simple design and communicate ideas through discussion, annotated drawings, exploded drawings and drawings from different views. To produce detailed lists of tools, equipment and materials. Formulate step-by-step plans and, if appropriate, allocate tasks within a team. 3. **Make –** To understand how cams can be used to produce different types of movement and change the direction of movement. To have experience of cutting and joining techniques with a range of materials including card, plastic and wood. 4. **Evaluate -** To compare the final product to the original design specification. To consider the views of others to improve their work. To know and use technical vocabulary relevant to the project.
Computing	Communication	Web Page Creation	Variables in Games	Induction to spreadsheets	Induction to spreadsheets	Sensing

	• To identify how to use a search engine • To describe how search engines select results • To explain how search results are ranked • To recognise why the order of results is important, and to whom • To recognise how we communicate using technology • To evaluate different methods of online communication	• To review an existing website and consider its structure • To plan the features of a web page • To consider the ownership and use of images (copyright) • To recognise the need to preview pages • To outline the need for a navigation path • To recognise the implications of linking to content owned by other people	• To define a 'variable' as something that is changeable • To explain why a variable is used in a program • To choose how to improve a game by using variables • To design a project that builds on a given example • To use my design to create a project • To evaluate my project	• To identify questions which can be answered using data • To explain that objects can be described using data • To explain that formula can be used to produce calculated data • To apply formulas to data, including duplicating	• To create a spreadsheet to plan an event • To choose suitable ways to present data <u>3D Modelling</u> • To use a computer to create and manipulate three-dimensional (3D) digital objects • To compare working digitally with 2D and 3D graphics • To construct a digital 3D model of a physical object • To identify that physical objects can be broken down into a collection of 3D shapes • To design a digital model by combining 3D objects • To develop and improve a digital 3D model	• To create a program to run on a controllable device • To explain that selection can control the flow of a program • To update a variable with a user input • To use an conditional statement to compare a variable to a value • To design a project that uses inputs and outputs on a controllable device • To develop a program to use inputs and outputs on a controllable device
Maths	**<u>Place value</u>** • Numbers to 10,000 • Numbers to 100,000 • Numbers to 1 million • Numbers to ten million • Compare and Order any number • Round number to 10, 100 and 1000 • Round any number • Negative numbers **<u>Four operations</u>** • Add whole numbers with more than 4 digits. • Subtract whole numbers with more than 4 digits • Inverse operations	**<u>Fractions</u>** • Equivalent fractions • Mixed fractions • Improper fractions to mixed fractions • mixed numbers to improper fractions • compare and order fractions (including on a numberline) • add and subtract fractions • add and subtract mixed numbers • multiply fractions by integers • four rules with fractions • fractions of an amount **<u>Measurement- Converting Units</u>**	**<u>Ratio and scaling</u>** • Using ratio language • ratio and fractions • ratio symbol • calculating ratio • using scale factors • calculating scale factors • ratio and proportion problems. **<u>Algebra</u>** • Find a rule of Algebra- one step. • Find a rule of Algebra- two step. • forming expressions • substitution • formulae • forming equations	**<u>Perimeter, area and volume</u>** • Perimeter of shapes • perimeter and area • area of a triangle • area of a parallelogram • Volume • volume of a cuboid **<u>Statistics</u>** • Read and interpret line graphs • draw line graphs • use line graphs to solve problems • circles • read and interpret pie charts • pie charts with percentages	**<u>Properties of Shape</u>** • Measure with a protractor • draw lines and angles accurately • angles on a straight line • angles around a point • calculate angles • vertically opposite angles • angles in a triangle • angles in special quadrilaterals • angles in regular polygons • draw shape accurately • draw 3D nets of shapes	**<u>Themed Projects, Consolidation & problem solving</u>**

	• Multi Step addition and subtraction problems • Addition and subtraction Integers • Multiply 4 digits by 1 digit • Multiply 2 digits by 2 digits • Multiply 3 digits by 2 digits • Multiply 4 digits by 2 digits • Divide 4 digits by 1 digit • Divide with remainders • Short division • Division using factors • Long division • common factors/ factors • Common multiples • Prime numbers • Squared and cubed numbers • order of operations • Mental calculations & estimations.	• Metric measures • Convert metric measures • Calculate with metric measures • Miles and kilometres • Imperial measures	• solve simple one and two step problems • find pairs of values • Enumerate possibilities **Fractions, decimals and percentages** • Decimals up to 2 decimal places • to understand thousandths • multiply by 10, 100 & 1000 • divide by 10, 100 & 1000 • multiply decimals by integers • divide decimals by integers • use division to solve problems • decimals as fractions • fractions to decimals • Understand percentages • fractions to percentages • equivalent fractions, decimals and percentages • order of FDP • percentage of an amount • percentages- missing values	• draw pie charts • calculate the Mean	**Geometry- position and direction** • The first quadrant • four quadrants • translations • reflections	
Writing genres/ key text	Recount of Norse Myth (3 weeks) 'Viking Boy'- Tony Bradman (3 weeks) Character Description Non- fiction- Information text- Viking life (3 weeks)		'Kensuke's Kingdom' by Michael Murpurgo (see circles planning book for support) - - Diary Entry (3 weeks - Newspaper report (3 weeks) 'Kintaro'- recount of Japanese Traditional Tale (3 weeks) Instructional leaflet - how to survive on a desert island (3 weeks)		'Ice Trap- Shackleton's story' by Meredith Hooper - Narrative recount – Elephant Island (3 weeks) Balanced argument- Should an explorer go	The Golden Horseman of Baghdad by Saviour Pirotta - Persuasive letter- asking to be let out of jail (3 weeks) - Setting Description- the fire (3

	'Viking Boy'- Tony Bradman Setting description (3 weeks)		on an expedition to Antarctica? (3 weeks)	weeks)
Class Text (end of day text)	Viking Boy- Tony Bradman Kensuke's Kingdom by Michael Murpurgo (to prepare for next term)	Kensuke's Kingdom by Michael Murpurgo	Shackleton's Journey by Willaim Gill Ice Trap by Meredit Hooper	The Golden Horseman of Baghdad Saviour Pirotta
Reading for Meaning/ key texts	Viking Boy- Tony Bradman (3 weeks) Non Fiction - Viking Britain and Jorvik, Ivar the Boneless and the Vikings (3 weeks) Norse Myths by Alex Frith & Louie Stowell (2 weeks) Beowulf POETRY: (3 weeks)	Kensuke's Kingdom by Michael Murpurgo (3 weeks) Japan texts (Tokyo and Manga) - (non fiction) (2 weeks) Kintaro (fiction) (1 week) The Great Plague (explanatory text/historical narrative/information text) (1 week) Wolf Pack (explanatory text/narrative/information text/legend/pictorial) (1 week) Golden Dreams (SAT) (1 week) The Listeners Walter De La Mare (1 week)	Ice Trap (2 weeks) Shackleton's Journey by Willaim Gill (2 weeks) The Highwayman POETRY (2 weeks)	The Golden Horseman of Baghdad by Saviour Pirotta (3 weeks) Early Islamic Civilisation (Non Fiction) (3 weeks)

Spanish (MFL)	**Welcome to school** I can ask and answer several questions about myself. I can recall numbers 1-10 and some classroom instructions. I can say and read numbers 0 to 20. I can remember days and months. I can say and write names of rooms in a school. I can say and write nouns for some classroom items.	**My local area, your local area** I can write my own firework poem. I can read and understand commands (singular). I can say and understand classroom instructions. I can say and recognise places in town. I can ask 'Where is? and classify nouns (masculine and feminine) I can identify and name shops in Spanish.	**Family Tree and Faces** I am learning about Epiphany celebrations in Spain. I can say the nouns of four family members. I can write some personal information about a family member. I can understand and say some parts of the face. I can understand simple sentences using numbers and parts of the face. I can write some simple sentences to describe an alien.	**Face and Body parts** I can say nouns for parts of the face and body. I can understand and respond to face and body parts nouns and commands. I can join in a yoga sequence in Spanish. I can join in a yoga sequence in Spanish.	**Face and Body parts** 5. I can name the plural of face and body part nouns. 6. I can create an alien and write simple description. **I don't feel well and Walking through the jungle** I can remember parts of the body and explain why I don't feel well or what hurts. I can take part in role play dialogue at the doctor's. I can understand and name jungle animals in Spanish. I can understand a story. I can understand adjectives to describe jungle animals. I can write a sentence using a noun, a verb and adjective to describe animals. I can write my own jungle explorers' story.	**Weather and ice-cream** I can say different weather statements in Spanish. I can describe the weather in different seasons of the year. I can say simple phrases to give the weather forecast. I can understand and name ice cream flavours. I can talk about ice cream I love, like and dislike. I can apply my language detective skills to learn another language.
Music	• I can demonstrate control of vocal techniques- breathing, posture, good tuning and diction • When singing, I can maintain my own part with accurate pitch whilst hearing other parts. • I can use the inter-related dimensions to improve the quality of my performances when singing or playing, • I can play in an ensemble, taking an individual part and showing an awareness of balance. • I can recover from mistakes in a performance • I can listen to longer extracts and describe using knowledge of inter-related dimensions of music. • I can understand and use chords in sequences • I can understand that particular sets of notes give music its characteristics sound - e.g. minor chords for sad and major chords for happy. • I can use inter-related dimensions to improve the quality of my compositions. • I can create and perform more complicated rhythms (semi quavers, syncopation), aurally and from notations. • I can select appropriate sounds to achieve an effect for a purpose, e.g. strong beat on drum for dance music.					

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- I can recognise and use simple staff notation.

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<tr><td>Physical Education</td><td colspan="2">

Outdoor: Cricket

- To play in competitive games developing fluency in skills and techniques.
- To work in collaboration to apply defensive and attacking tactics.
- To compare team performance against other team performances.
- To apply with consistency cricket rules in a variety of different styles of games.
- To use a range of tactics for attacking and defending in the role of bowler, batter and fielder.
- To attempt a small range of recgonised shots in isolation and in competitive scenarios.

Indoor: Badminton

- To play in competitive games developing fluency in skills and techniques.
- To work hard to challenge self to improve consistency of shots, including newly learnt shots.
- To implement basic tactics in gameplay and score games using appropriate scoring systems.
- To develop a wider range of shots including drop and smash.
- To begin to use a more sophisticated tactic, such a net play and offensive and defensive positioning.
- To begin to select appropriate tactics during games.
- To play with fluency with a partner in double scenarios.

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Outdoor: Tag Rugby

- To play in competitive games developing fluency in skills and techniques.
- To work as a team implementing attacking and defending tactics.
- To compare team performances against other teams.
- To choose and implement a range of strategies and tactics to attack and defend.
- To combine and perform more complex skills at speed.
- To observe, analyse and recognise good individuals and team performances.
- To suggest, plan and lead a warm up as a small group.

Indoor: Dance (L1-6) Unit 1

(L1-5) Unit 2

- To perform dance using a range of movement patterns.
- To perform to an audience.
- To work collaboratively to include more complex compositional ideas.
- To develop motifs and incorporate into self – composed dances such as individuals, pairs and groups.
- To talk about different styles of dance, with understanding, using appropriate language and terminology.
- To demonstrate narrative through contact and relationships.
- To show tension through pattern and formation.

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Indoor: Dance (L6 Unit 2)

Outdoor: Athletics

- To use running, jumping, throwing and catching in isolation and in combination.
- To develop flexibility, strength, technique, control and balance.
- To take part in outdoor and adventurous activity challenges both individually and within a team.
- To compare their performances with previous ones and demonstrate improvement to their personal best.
- To become confident and expert in a range of techniques and recognise their success.
- To apply strength and flexibility to a broad range of throwing, running and jumping activities.
- To work in collaboration and demonstrate improvement when working with self and others.
- To accurately and confidently judge across a variety of activities.

Indoor: Gymnastics

- To develop flexibility, strength, technique, control and balance.
- To compare their performances with previous ones and demonstrate improvement to their personal best
- To lead group warm-ups showing understanding of the need for strength and flexibility.
- To demonstrate accuracy, consistency and clarity of movement.
- To work independently and in small groups to make up own sequences.
- To arrange own apparatus to enhance work and vary compositional ideas.
- To experience flight on and off of high apparatus.
- To perform increasingly complex sequences.
- To combine own ideas with others to build sequences.

To show a desire to improve across a broad range of gymnastics actions

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<tr><td>PSHE</td><td>

1 I can identify my goals for this year, understand my fears and worries about the future and know how to express them

I know how to use my Jigsaw Journal

2 I know that there are universal rights for all children

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1 I understand there are different perceptions about what normal means

2 I understand that everyone has a right to be who they are.

3 I can explain some of the ways in which one person or

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1 I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of- school goal)

2 I can work out the learning steps I need to take to reach my goal and understand

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● 1 I can take responsibility for my health and make choices that benefit my health and well-being.

● 2 I know about different types of drugs and their uses and their effects on the body particularly the liver and heart.

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● 5 I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. .

● 6 I can recognise stress and the triggers that cause this and I understand

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● 1 I am aware of my own self-image and how my body image fits into that.

● I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after

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	but for many children these rights are not met 3 I understand that my actions affect other people locally and globally 4 I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities. 5 I understand how an individual's behaviour can impact on a group. 6 I understand how democracy and having a voice benefits the school community.	a group can have power over another. 4 I know some of the reasons why people use bullying behaviours. 5 I can give examples of people with disabilities who lead amazing lives. 6 I can explain ways in which difference can be a source of conflict and a cause for celebration.	how to motivate myself to work on these 3 I can identify problems in the world that concern me and talk to other people about them 4 I can work with other people to help make the world a better place. 5 I can describe some ways in which I can work with other people to help make the world a better place.. 6 I know what some people in my class like or admire about me and can accept their praise.	● 3 I understand that some people can be exploited and made to do things that are against the law. ● 4 I know why some people join gangs and the risks this involves.	how stress can cause drug and alcohol misuse. 1 I know that it is important to take care of my mental health. 2 I know how to take care of my mental health. 3 I understand that there are different stages of grief and that there are different types of loss that cause people to grieve. 4 I can recognise when people are trying to gain power or control. 5 I can judge whether something online is safe and helpful for me. 6 I can use technology positively and safely to communicate with my friends and family.	yourself physically and emotionally. ● 3 I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. ● 4 I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend. ● 5 I am aware of the importance of a positive self-esteem and what I can do to develop it. ● 6 I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class. Nervous, worried, excited, next step.
RE	●	**How do Sikhs show commitment?** ● To summarise some features of Sikh practice (e.g. sewa, prayer) in the home and in the community ● To using a developing religious vocabulary, explain and give reasons for some Sikh beliefs and symbols (e.g. Khanda, 5Ks) considering the meanings behind them To discuss and apply ideas about Sikh practices and beliefs, recognising the challenges and value of belonging to the Sikh community	**What do Christians believe about Jesus' death and resurrection?** ● To explore and summarise how Christians understand the significance of Jesus' death and resurrection, considering narratives from the Gospels ● To express understanding and ask questions about how Jesus' death is seen as a sacrifice, as a way of forgiveness and salvation. Show understanding of these terms and weigh up what they mean for Christians today ● To explain how festivals and seasons are celebrated, including Ascension and Pentecost		**How do Jews remember kings and prophets?** ● To describe and express ideas about festivals and how and why they are commemorated. ● To give a considered response to how Jewish people follow the commandments set out in the Torah ● To summarise key beliefs for Jews including Shema and Tikkun Olam and describe how these affect lives today.	**How does growing up bring responsibility and commitments?** ● To describe and understand the rights and responsibilities that come with growing up ● To explore and describe rites of passage, comparing a range of religious and secular approaches, responding with insights about the importance of these ceremonies ● To reflect on and explain their own beliefs, principles and values
Science	**Light** 1. How Does Light Travel? & Introduction to Puppets: Recognise that light appears to travel in straight lines.	**Electricity** 1. It's Faulty: Use recognised symbols when	**Classifying living things** 1. Quick Classifications: Give reasons for classifying	**Evolution and inheritance**		**Healthy bodies** 1. What do you Want to Know?: Identify and name the main parts of the human circulatory system,

	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. 2. Pattern Seeking from Shadows: Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. *Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.* 3. Mirror Image & Seeing is Believing: 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. Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. *4.* Observing the Unexpected: *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*	representing a simple circuit in a diagram. 2. How Bright?: Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. 3. Changing Light, Sound and Movement: 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. 4. Games Galore (2 lessons needed): Use recognised symbols when representing a simple circuit in a diagram. 5. Games Galore (2 lessons needed): Use recognised symbols when representing a simple circuit in a diagram. 6. Electricity Past and Present: *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.*	plants and animals based on specific characteristics. 2. Classifying the Local Environment: 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. 3. Carl Linnaeus: *Identify scientific evidence that has been used to support or refute ideas or arguments.* 4. Bacteria: 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. 5. Fabulous Fungi: *Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.* *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.*	1. Life on Earth Timeline: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 2. Fossil and Mary Anning: Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. 3. Guess Who: Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. *Identify scientific evidence that has been used to support or refute ideas or arguments.* 4. Adaptations: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 5. How Have They Changed?: Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution. 6. Natural Selection: *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.*	and describe the functions of the heart, blood vessels and blood. 2. What do you know?: Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. *3.* Changes in Heart and Breathing Rate: *Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Use test results to make predictions to set up further comparative and fair tests.* 4. Lung Capacity: *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.* 5. Diet: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 6. What is a Drug?: Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. 7. Cigarettes and Alcohol: Recognise the impact of diet, exercise, drugs and

	displays and other presentations. 5. Rainbows: *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.*				lifestyle on the way their bodies function.
	•				