



Cycle A	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6+ weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (4+ weeks)
Topic	Ancient Greece	Rivers	WWII	WWII	Volcanoes and Earthquakes	Earnest Shackleton
Science	Year 5 - Forces	Year 5 – Living Things and their Habitats	Year 6 - Light	Year 6 – Animals Including Humans (2/3) - 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 humans	Year 6 – Living Things and Their Habitats	Year 6 – Animals Including Humans (1/3) - identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
Cross Curricular links	Invention of levers / cranes / catapult / watermill etc.	Life cycles of river animals / plants	Blackout	Diet and lifestyle - rationing	Classifying plants and animals from Italy / USA to link with case studies.	Heart attack
Working Scientifically Skills	- Identifying scientific evidence that has been used to support or refute ideas or arguments - Reporting and presenting findings from enquiries,	- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter	- identifying scientific evidence that has been used to support or refute ideas or arguments



	<p>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>	<p>graphs, bar and line graphs - Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<p>- Using test results to make predictions to set up further comparative and fair tests</p>	<p>- 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</p>	<p>graphs, bar and line graphs - Identifying scientific evidence that has been used to support or refute ideas or arguments.</p>	
--	---	---	--	---	--	--



				degree of trust in results, in oral and written forms such as displays and other presentations		
--	--	--	--	--	--	--

Cycle B	Autumn 1 (7 weeks)	Autumn 2 (6 weeks)	Spring 1 (6+ weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (4+ weeks)
Topic	Living Planet	The Shang Dynasty	North and South America	Tudors & Stuarts	Europe	Mary Anning
Science	Year 5 - Earth and Space	Year 5 - Properties and Changes of Materials	Year 6 – Electricity	Year 5 – Animals Including Humans	Working Scientifically skills	Year 6 – Evolution and Inheritance
Cross Curricular links	The Solar System / Earth	Development of bronze weapons	Thomas Edison / Alexander Bell / Thomas Watson (US inventors)	Tudor experimentation of health/beauty/anti-aging		Fossils
Working Scientifically Skills	- 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	- 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 - Planning different types of scientific enquiries to answer	- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary using test results to make predictions to set up further comparative and fair tests	- identifying scientific evidence that has been used to support or refute ideas or arguments		- Identifying scientific evidence that has been used to support or refute ideas or arguments. - Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and



		questions, including recognising and controlling variables where necessary	- 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			written forms such as displays and other presentations
--	--	--	--	--	--	--