

Science planning KS2 Y5/6 Autumn 1 2017

Living things

WK	Outcome	Curriculum objectives	Working scientifically
1	<ul style="list-style-type: none"> To introduce the idea of a more detailed classification system. To know how to place organisms into one of the five kingdoms. To learn about the development of microscopes and research of cells. 	<ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. 	<ul style="list-style-type: none"> To record data and results using classification keys. To identify scientific evidence that has been used to support or refute ideas or arguments.
2	<ul style="list-style-type: none"> To learn about bacteria. To understand the role of protists in food webs. To learn about yeast. 	<ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. 	<ul style="list-style-type: none"> To plan enquiries, including recognising and controlling variables where necessary. To take measurements, using a range of scientific equipment, with increasing accuracy and precision. To record data and results using classification keys.
3	<ul style="list-style-type: none"> To learn about responses in controlling the spread of a virus. To be able to classify vertebrates and invertebrates based upon their characteristics. 	<ul style="list-style-type: none"> To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals. 	<ul style="list-style-type: none"> To record data and results using classification keys.

Assess and review

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Evolution and inheritance

WK	Outcome	Curriculum objectives	Working scientifically
4	<ul style="list-style-type: none"> To review ideas about fossil formation and adaptation to habitats. To consider issues of difference between people with sensitivity. To find out about the life and work of Mary Anning. 	<ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 	<ul style="list-style-type: none"> To plan different types of scientific enquiries to answer questions. To report and present findings from enquiries. To identify scientific evidence.
5	<ul style="list-style-type: none"> To recognise a fossil and know that fossils can provide evidence of soft remains and of footprints. To consider why humans walk on two legs. To understand that changes in the environment can cause some groups of living things to become extinct. 	<ul style="list-style-type: none"> To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago. To identify how animals and plants are adapted to suit their environment in different ways. 	<ul style="list-style-type: none"> To plan different types of scientific enquiries to answer questions. To report and present findings from enquiries, including conclusions,
6	<ul style="list-style-type: none"> To consider how animals have adapted to their environment. To understand that animals are in competition for resources. To use results of games that model competition to make inferences about competition in the wild. 	<ul style="list-style-type: none"> To identify how animals and plants are adapted to suit their environment in different ways. 	<ul style="list-style-type: none"> To use test results to make predictions to set up further comparative and fair tests. To report and present findings from enquiries.

Assess and review