






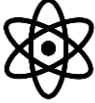


Year 5 Science Provision Map – Working Scientifically

								
	Plan enquiries, including recognising and controlling variables where necessary	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	Take measurements, using a range of scientific equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	Present findings in written form, displays and other presentations	Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments
Living things and their habitats					Lesson 1: Lifecycles- what is the difference between a mammal and an amphibian? IPROF Lesson 2: What is the difference between an insect and a bird? IPROF Lesson 6: What's the life process of reproduction IPROF	Lesson 4: Who was Maria Merion and what did she do? IPROF		
Animals including humans Y5	Lesson 1: What is the human timeline? IPROF Deciding		Lesson 1: What is the human timeline? IPROF Deciding	Lesson 1: What is the human timeline? IPROF Deciding	Lesson 1: What is the human timeline? IPROF Deciding Lesson 3: How does human and animal gestation and lifespan compare? IPROF	Lesson 2: How do we change into adults? IPROF	Lesson 2: How do we change into adults (suggest further investigation)	

Properties and changes of materials	<p>Lesson 2: What is a solution and what is a mixture? IPROF (hypothesising)</p> <p>Lesson 6: What changes are irreversible? (Model predicting with IPROF)</p>	<p>Lesson 3: How can we separate materials from a mixture</p>	<p>Lesson 4: How can we separate materials from a solution?</p>		<p>Lesson 1: What properties do materials have? (Describing/Matching)</p> <p>Lesson 5: What changes are reversible?</p>	<p>Lesson 3: How can we separate materials from a mixture</p> <p>Lesson 4: How can we separate materials from a solution?</p>		<p>Lesson 5 What changes are reversible? (Explaining)</p>
Earth and space								<p>Lesson 1: What are the planets in our solar system? (Use model of solar system)</p> <p>Lesson 3: How does our view of the moon change in the lunar month? (Use model of lunar cycle)</p> <p>Lesson 4: Why does the rotation of the Earth result in night and day?</p> <p>Lesson 5: Why is the Earth's tilt (axis) responsible for the seasons?</p>
Forces	<p>Lesson 2: What is the effect of air resistance?</p> <p>Lesson 3: What's the effect of water resistance IPROF</p>	<p>Lesson 2: What is the effect of air resistance?</p> <p>Lesson 3: What's the effect of water resistance IPROF</p> <p>Lesson 4: How do levers help us? IPROF</p>	<p>Lesson 3: What's the effect of water resistance IPROF</p> <p>Lesson 4: How do levers help us? IPROF</p>	<p>Lesson 2: What is the effect of air resistance?</p> <p>Lesson 5: How do levers help us? IPROF</p>	<p>Lesson 1: When is friction helpful and when is it not?</p>			

Year 6 Science Provision Map – Working Scientifically

	Plan enquiries, including recognising and controlling variables where necessary	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	Take measurements, using a range of scientific equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	Present findings in written form, displays and other presentations	Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments
Living things and their habitats	Lesson 3: How do we classify invertebrates we know? IPROF	Lesson 6: What animals can I classify? What animals exist in my local environment?	Lesson 6: What animals can I classify? What animals exist in my local environment?	Lesson 1: Who was Carl and what did he do? IPROF Lesson 2: How do we classify vertebrates? IPROF	Lesson 2: How do we classify vertebrates? IPROF Lesson 4: How do we classify invertebrates we don't know? IPROF Lesson 6: What animals can I classify? What animals exist in my local environment? IPROF (Interpreting)			
Animals, including humans	Lesson 8: what can we do to keep healthy? (do the KN investigation on heart rate)	Lesson 8: what can we do to keep healthy? (do the KN investigation on heart rate)	Lesson 8: what can we do to keep healthy? (do the KN investigation on heart rate)	Lesson 8: what can we do to keep healthy? (do the KN investigation on heart rate)	Lesson 8: what can we do to keep healthy? (do the KN investigation on heart rate)	Lesson 1: What is blood made of and why do we need it? (creating) Lesson 2: why do our bodies need nutrients and how are they transported?(sequencing)	Lesson 4: what is our heart like inside? How does it work?(reasoning and concluding) IPROF Lesson 8: what can we do to keep healthy? (do the	

	Plan enquiries, including recognising and controlling variables where necessary	Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work	Take measurements, using a range of scientific equipment, with increasing accuracy and precision	Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models	Report findings from enquiries, including oral and written explanations of results, explanations involving causal relationships, and conclusions	Present findings in written form, displays and other presentations	Use test results to make predictions to set up further comparative and fair tests	Use simple models to describe scientific ideas, identifying scientific evidence that has been used to support or refute ideas or arguments
							KN investigation on heart rate)	
Evolution and inheritance		Lesson 3: What is DNA and what does it do? (strawberry investigation)			Lesson 3: What is DNA and what does it do? (strawberry investigation)			Lesson 3: What is DNA and what does it do? (strawberry investigation) Lesson 3: What is DNA and what does it do? (strawberry investigation)
Light	Lesson 4: What surfaces make the best reflectors? IPROF	Lesson 3: How does light help us to see objects? Lesson 4: What surfaces make the best reflectors? IPROF	Lesson 3: How does light help us to see objects? Lesson 4: What surfaces make the best reflectors? IPROF	Lesson 6: What happens to the appearance of objects when placed in water? IPROF	Lesson 6: What happens to the appearance of objects when placed in water? IPROF			Lesson 2: What colour is light made of? Lesson 5: Why do we see objects as a particular colour?
Electricity				Lesson 3: What are the effects and consequences of changing circuit components and batteries?	Lesson 3: What are the effects and consequences of changing circuit components and batteries? IPROF		Lesson 3: What are the effects and consequences of changing circuit components and batteries? IPROF	Lesson 1: what is electricity and how does it work? Lesson 2: What are the components in a series circuit?