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| **Subject** | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Science** | Earth and Space – recognising movement of the planets, rotations and the scientific evidence behind day and night.  | Animals including Humans – identifying the life cycle of humans and other animals from birth to death and reproduction. | Living Things in Their Habitats – Identifying how living things rely on their environments and how they adapt to the environments that they live in. | Working Scientifically – exploring how we can work as scientists, using scientific enquiry skills to provide evidence for our theories. | Forces – Recognise forces such as gravity, air resistance, water resistance and friction and the influences that they have on us and our surroundings. | Properties and states of materials – recognise that solids liquids and gases can sometimes change state and behave differently to each other. Explore through scientific enquiry the characteristics of different materials.  |
| **Assessment focus and type** | Assessment focus:Describe the movement of the Earth, and other planets, relative to the Sun in the solar systemDescribe the movement of the Moon relative to the EarthDescribe the Sun, Earth and Moon as approximately spherical bodiesUse the idea of the Earth’s rotation to explain day and night, and the apparent movement of the sun across the skyAssessment type:Use of accurate and labelled diagrams.Written work in books.Group discussions and focus group observations.Practical demonstrations using representations as chosen by the children. | Assessment focus:Describe the changes as humans develop to old age.Life cycles of humans and other animals.Assessment type:Formal question paper.Written work in books.Accurately labelled diagrams.Verbal descriptions of processes to demonstrate understanding. | Assessment focus:Describe the differences in the life cycles of a mammal, an amphibian, an insect and a birdDescribe the life process of reproduction in some plants and animals.Identify adaptations due to environment.Classification of animals and plants.Assessment type:Presentations communicated verbally and visually.Demonstrate efficient use of scientific research on the internet and appropriate recording of information.Focus group observations and discussions.Written work in books relating to unit. | Assessment focus:Planning different types of scientific enquiries to answer questions.Recognise and control variables.Taking increasingly accurate measurements, using a range of scientific equipment. Recording data and results using scientific diagrams and labels, classification keys, tables, and bar and line graphs.Using test results to make predictions. Reporting and presenting findings from enquiries, including conclusions, both written and orally. Identifying scientific evidence that has been used to support or refute ideas.Assessment type:The use of scientific enquiry within the learning environment. Observations of child-led investigations.Discussions.Reasoning communicated verbal but also written in predictions, conclusions and planning of enquiries. | Assessment focus:Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling objectIdentify the effects of air resistance, water resistance and friction, that act between moving surfacesRecognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effectAssessment type:Use of scientific enquiry and practical investigations to answer questions that are originally composed by the children.Demonstrate accurate drawing of diagrams including labelling to explain the effects of the different forces.Observations of efficient and accurate use of scientific equipment. | Assessment focus:Describing everyday materials: hardness, solubility, transparency, conductivity and response to magnets.Understand the process of dissolving into a solution.Identify that we can reverse changes of state.How to separate mixtures into solids, liquids and gases.Recognise changes which cannot be reversed.Assessment type:Formal questioning.Discussion observations and verbal reasoning presented by individuals.Composing of questions and making individual observations, showing links to prior learning and existing knowledge in Science.Observations.Written work in books. |