



Year 5 Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Topic	UK vs North America		Ancient Egyptians		Ancient Greece					
Text	Harry Potter and the Philosopher's Stone	The Polar Express	Skellig	Bubble Boy	Hunger Games	Romeo and Juliet				
Experience	St Giles Church	Harry Potter Studios	Multi-Faith Visit: Buddhism	Egyptians workshop - The Collection	Residential (2024) Arts week workshops	Space Centre				
Enrichment	Lead Fundraising	Enterprise: Costings and Profit	STEM Week	Career Opportunities: Lincoln College	Arts Week	Health and wellbeing week				
Child Protection and Safeguarding	<p>Lanyard protocol in school</p> <p><u>Darker evenings</u></p> <p>Reflective, road safety: Bonfire night, fire safety, firework safety; Stranger danger, halloween.</p> <p><u>Equality and Diversity</u></p> <p>Black History Month, Show racism the red card, Anti-bullying week including cyber bullying and Online safety.</p> <p><u>Peer pressure</u></p> <p>Children in Need; Young Carers; Christmas Jumper Day (Save the children); child poverty and food banks.</p> <p>Trusted adults - helping hands</p>		<p>Medical Safety- drugs</p> <p>First aid- basics</p> <p><u>Keeping Safe</u></p> <p>Building site safety; Railway safety; Road safety</p> <p><u>Peer pressure</u></p> <p>PANTS- NSPCC</p>		<p>Water safety</p> <p>Sun safety</p> <p>Street safety and peer pressure</p> <p>Transition</p> <p>Keeping hydrated</p> <p>Looking after ourselves over the summer holidays</p> <p>E-safety</p> <p>Being safe outside, stranger danger, road safety,</p> <p>Electrical Safety</p>					
Art and Design	<p><u>Sculpture</u></p> <p>Safety when using tools and materials</p> <p>Experiment with and combine materials and processes to design and make 3D form.</p> <p>Sculpt clay and other moldable materials.</p> <p>(PL: Use a variety of different sculpting materials, suitable to the final design.)</p> <p><i>Giacometti sculpture- wire and maddock/clay - body movement</i></p> <p><i>Science link</i></p>		<p><u>Painting</u></p> <p>Safety when using tools and materials</p> <p>Create all the colours they need.</p> <p>Create mood in their paintings.</p> <p>Express their emotions accurately through their paintings and sketches.</p> <p>(PL: Create mood and feeling through, shading, and creating all colours required.)</p> <p><i>Ancient Egypt tomb painting.</i></p> <p><i>History link</i></p>		<p><u>Printing</u></p> <p>Safety when using tools and materials</p> <p>Print using a number of colours.</p> <p>Create an accurate print design that meets a given criteria.</p> <p>Print onto different materials.</p> <p>(PL: print accurately onto different materials.)</p> <p><i>Picture Puzzle, Torres Garcia</i></p>		<p><u>Collage</u></p> <p>Safety when using tools and materials</p> <p>•Combine visual and tactile qualities.</p> <p>(PL: Use a variety of different materials and ceramics.)</p> <p><i>Photograph collage to represent natural disasters.</i></p> <p><i>Geography and Computing Links</i></p>		<p><u>Drawing</u></p> <p>Safety when using tools and materials</p> <p>Identify and draw simple objects, and use marks and lines to produce texture.</p> <p>Successfully use shading to create mood and feeling.</p> <p>Organise line, tone, shape and colour to represent figures and forms in movement and show reflections.</p> <p>Explain why they have chosen specific materials to draw with.</p> <p>(PL: Draw, people, objects and scenery showing expression, detail and movement, using all techniques previously learnt)</p> <p><i>Rubber picture- use a rubber softly and heavily to make light and dark tone marks to create a portrait/picture. Rembrandt. vs a drawn picture using charcoal/pencil etc... make comparisons between different methods/ tones etc...</i></p>	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	UK vs North America		Ancient Egyptians		Ancient Greece	
Computing	<p>Researching E safety - staying safe</p> <p>To know how to stay safe whilst researching.</p> <p>To evaluate sources of information - are they reliable?</p> <p>To adapt search terms based on results.</p> <p>To understand how a computer network works.</p> <p>Why do we use social media</p> <p>How far does information travel?</p> <p>Keeping passwords safe</p>		<p>Digital content</p> <p>E-safety - cyberbullying</p> <p>Video Film</p> <p>Backgrounds/ effects to green screen video footage</p>	<p>Graphics</p> <p>Select, copy and paste within and between photographs</p> <p>Explore "airbrush" techniques to improve photographs, such as used in magazines with celebrities (use photos on iPads - preset filters)</p> <p>Progression - e-safety builds on staying safe online to cyberbullying.</p> <p>Progression - from previous year - Using different apps to explore how digital content can be manipulated - photo filters to cause an 'airbrush' effect.</p>	<p>Programming</p> <p>E-Safety - Gaming <i>Olympic game History/ Geography/ PE</i></p> <p><u>Other programs</u></p> <p>Suggestions: Swift Playgrounds, Kodu or Code Studio</p> <p>To design and write programmes that control simulations and physical systems.</p> <p>To create and implement a range of programmes and work with variables and various forms of input and output to test programmes.</p> <p>To use technology to collect, analyse, evaluate and present data and digital content</p> <p>Progression - e-safety builds on staying safe online and cyberbullying through looking at aspects of gaming online.</p> <p>Progression - from previous year - more advanced programming than what is found on Scratch Jr</p>	
Design Technology	<p>Planning focus: creating products for Christmas Fair - <i>Linked to RE</i></p> <p>Safety when using tools and materials</p> <p>To use research and develop design criteria to design innovative, functional and appealing products that are fit for purpose and aimed at particular groups or individuals.</p> <p>To develop and communicate design ideas using annotated sketches, detailed plans, oral and digital presentations.</p> <p>To show a clear understanding of the specification and use this to inform decisions.</p> <p><i>mathematics - Linked to measurement</i></p> <p>Built on from Year 4- using research/ specification to drive the design process</p>		<p>Making focus: Using a variety of tools</p> <p>Safety when using tools and materials</p> <p>To select and use tools and equipment for a range of uses (E.g. cut and shape ingredients, join fabrics, cut accurately and safely, use bradawl to mark holes, hand drill and pin and tacks during textile work).</p> <p>To join and combine a range of materials and ingredients using appropriate methods (E.g. beating, rubbing in, drilling, glueing, sewing, screwing).</p> <p>To build frameworks using a range of materials</p> <p><i>To incorporate a motor and a switch into a model. Science</i></p> <p>To justify decisions about materials and methods of construction.</p> <p>Built in Autumn term- focus on the making aspect. Children to design- memory focus?</p> <p>Built on from Year 4: Having to justify why they are using materials/ tools, etc.</p>		<p>Evaluation/ <i>Cooking Focus History link</i></p> <p>Safety when using tools and materials and safety and hygiene when cooking and preparing food</p> <p>To evaluate products and use of information sources.</p> <p>To cook a variety of savoury dishes.</p> <p>To know what a healthy and varied diet is.</p> <p>Built on Spring term- Children to make and evaluate</p> <p>Built on from Year 4: To cook a variety of savoury dishes.</p> <p><i>Science: cooking</i></p> <p><i>English: writing</i></p>	
English and Reading	<p>The Boy at the Back of the Class (Character Description)</p> <p>Shackleton's Journey (News report)</p>	<p>Harry Potter and the Philosopher's Stone (Setting description and alternative ending)</p> <p>The Polar Express (Persuasion)</p>	<p>Skellig (Balanced argument)</p> <p>The Rough Faced Girl (Narrative)</p>	<p>Street Child (Diary)</p> <p>The Snow Leopard (Myth)</p>	<p>Poetry Week</p> <p>The Hunger Games (Persuasive letter and narrative)</p>	<p>Hurricane (Non-chronological report)</p> <p>Romeo and Juliet (Narrative)</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Topic	UK vs North America		Ancient Egyptians		Ancient Greece		
French	<p>La Phonétique - Lesson 3</p> <p>Introduce the third set of phonics sounds/ phonemes in French. The sounds introduced in this lesson are: É E È EAU EUX</p> <p>In The Classroom</p> <p>Revision of core vocabulary.</p> <p><i>Remember and recall 12 classroom objects with their indefinite article/determiner</i></p> <p><i>Replace an indefinite article/determiner with a possessive adjective</i></p> <p>Say and write what they have and do not have in their pencil case</p> <p>Do You Have a Pet?</p> <p>Revisit and consolidate days of the week and months of the year.</p> <p><i>Repeat, recognise and attempt to spell eight nouns (including the correct article for each) for pets</i></p> <p><i>Tell somebody if they have or do not have a pet</i></p> <p><i>Ask somebody else if they have a pet</i></p> <p><i>Tell somebody the name of their pet</i></p> <p>Attempt to create a longer phrase using the connectives ET ("and") or MAIS ("but")</p> <p>Respect and tolerance of other cultures and languages.</p>		<p>The Date</p> <p>Remember, recall and spell the seven days of the week</p> <p>Remember, recall and spell the twelve months of the year</p> <p>Remember, recall and spell numbers 1-31</p> <p>Use their knowledge of the days of the week, months of the year and numbers 1-31 in order to say the date</p> <p>Use their knowledge of the months of the year, numbers 1-31 in order to say when their birthday is</p> <p>The Weather</p> <p>Repeat and recognise the vocabulary for weather</p> <p>Ask what the weather's like today</p> <p>Say what the weather's like today</p> <p>Create a French weather map</p> <p>Describe the weather in different regions of France using a weather map with symbols</p> <p>Respect and tolerance of other cultures and languages.</p>		<p>Clothes</p> <p>Repeat and recognise the vocabulary for a variety of clothes in French</p> <p>Use the appropriate genders and articles for these clothes</p> <p>Use the verb PORTER in French with increasing confidence</p> <p>Say what they wear in different weather/situations</p> <p>Describe clothes in terms of their colour and apply adjectival agreement</p> <p>Use the possessives with increased accuracy</p>		<p>The Olympics</p> <p>Tell somebody in French the key facts of the history of the Olympics</p> <p>Tell somebody in French the key facts of the modern Olympic games</p> <p>Look for cognates and highlight key words when learning how to decode longer text in gist listening and reading in French</p> <p>Say the nouns in French for key sports in the current Olympic games</p> <p>Conjugate the irregular verb FAIRE enabling the students to say what sports they play and what sports they do not play</p> <p>Understand the concept of de la, de l' and du when you say you play a sport in French</p> <p>Respect and tolerance of other cultures and languages.</p>
Geography	<p>Link back to previous learning around physical and human geography and previous learning about the UK.</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>To understand political regions within a continent eg Canada, Quebec, Alaska and Inuit homelands mutual respect for people from different places</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To compare aspects of human and physical geography in different locations</p> <p>To understand the different types of natural resources and their uses (prior learning for Y6 climate change)</p> <p>To understand the different types of natural resources and their uses.</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>				<p>Natural disasters</p> <p>To be covered:</p> <p>To locate the world's countries using maps to focus on geographical regions in which natural disasters eg volcanoes, drought and earthquakes are prevalent</p> <p>-o relate the location of Natural disasters to other geographical features eg tectonic plates, proximity to the Equator or Hemispheres etc</p> <p>To describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes</p> <p>To identify different types of natural disasters (volcanoes, earthquakes, wildfires, flooding and tornadoes)</p> <p>Explain their causes and their effects on humans and the landscape</p> <p>To understand the impact of natural disasters on an environment.</p> <p>To measure and interpret different data and relate to learning eg rainfall linked to flooding, River heights in relation to recent rainfall, Temperature linked to drought - <i>mathematics- measurement</i></p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify how to stay safe and the role of aid workers during and following natural disasters</p>		

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	UK vs North America		Ancient Egyptians		Ancient Greece	
History			<p>To know when the Ancient Egyptian period was. To know what the other early civilisations were. To know the role of a Pharaoh. To know who Tutankhamun was. To know who discovered Tutankhamun. To know who Cleopatra was. To know about the process of mummification. To know different ways in which Ancient Egyptians lived and worked. To know the importance of the River Nile for Egyptians. To know what Lincoln would have been like at the time.</p> <p>(Pre-learning about flooding-Nile- for natural disasters in Summer term.) (Prior learning of periods of time/ timelines.)</p> <p>Modern perception of the Ancient Egyptians and historically reported behaviour</p> <p>To place periods of history/ events onto a timeline by date considering the duration and spacing. To use relevant terms and period labels on timeline To use a variety of reliable sources to gain a deeper understanding of a subject. To compare historical sources and suggest the validity of these. To use questions to understand significant events. To explain, in detail, how a particular historical figure left a legacy.</p> <p>To show some understanding and talk with some clarity about the impact of historical events.</p>		<p>Ancient Greece</p> <p>To know where Greece is on a map. To know where the Ancient Greeks fit into a timeline. To know what impacted the lives of Ancient Greeks. To know the impact the Ancient Greeks had on the modern world. To know the events of the Trojan war. To know about ancient Greek gods and goddesses. To know how the political system worked in Ancient Greece. To know what Lincoln would have been like at the time.</p> <p>Modern perception of the Ancient Greeks and historically reported behaviour</p> <p>To place periods of history/ events onto a timeline by date considering the duration and spacing. To use relevant terms and period labels on timeline To use a variety of reliable sources to gain a deeper understanding of a subject. To compare historical sources and suggest the validity of these. To use questions to understand significant events. To explain, in detail, how a particular historical figure left a legacy.</p> <p>To show some understanding and talk with some clarity about the impact of historical events.</p>	
Mathematics	Place Value - Addition and Subtraction - Statistics	Multiplication and Division - Perimeter and Area	Multiplication and Division 2 - Fractions	Fractions - Decimals and Percentages - Decimals	Properties of Shape - Position and Direction	Converting Units - Measuring Volume - Consolidation
Music	Our Community: Performance	Solar System: Listening	Life Cycles: Structure	Keeping Healthy: Beat	At the Movies: Composition	Celebration: Performance
Physical Education	<p>Invasion Games and swimming</p> <p>1st half term - Rules and concepts Invasion Games - Football (Synergy)</p> <p>Dodgeball</p> <p>Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water Safety</p>	<p>Invasion Games and swimming</p> <p>Basketball (Synergy)</p> <p>Hockey</p> <p>Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water Safety</p>	<p>Dance (Synergy)</p> <p>Gymnastics</p> <p>Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water Safety</p>	<p>Badminton (Synergy)</p> <p>Volleyball</p> <p>Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water Safety</p>	<p>OAA Geography (Synergy)</p> <p>Striking and Fielding - Cricket</p> <p>Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water Safety</p>	<p>Athletics (Synergy)</p> <p>Striking and Fielding - Rounders</p> <p>Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water Safety</p>

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	UK vs North America		Ancient Egyptians		Ancient Greece	
PSHE	<p>Key question: What makes up a person's identity? (Health and wellbeing)</p> <p>How to recognise and respect similarities and differences between people and what they have in common with others</p> <p>That there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</p> <p>How individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</p> <p>About stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</p> <p>How to challenge stereotypes and assumptions about others</p>	<p>Key question: What decisions can people make with money? (Living in the wider world)</p> <p>How people make decisions about spending and saving money and what influences them</p> <p>How to keep track of money so people know how much they have to spend or save</p> <p>How people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</p> <p>How to recognise what makes something 'value for money' and what this means to them</p> <p>That there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions</p>	<p>Key question: <i>How can we help in an accident or emergency? (Health and wellbeing)</i></p> <p>How to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</p> <p>That if someone has experienced a head injury, they should not be moved</p> <p>When it is appropriate to use first aid and the importance of seeking adult help</p> <p>The importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services</p>	<p>Key question: <i>How can friends communicate safely? (Relationships) E-Safety</i></p> <p>About the different types of relationships people have in their lives</p> <p>How friends and family communicate together; how the internet and social media can be used positively</p> <p>How knowing someone online differs from knowing someone face-to-face</p> <p>How to recognise risk in relation to friendships and keeping safe</p> <p>About the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</p> <p>How to respond if a friendship is making them feel worried, unsafe or uncomfortable</p> <p>How to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</p>	<p>Key question: <i>How can our choices make a difference to others and the environment? (Living in the wider world)</i></p> <p>How people have a shared responsibility to help protect the world around them</p> <p>How everyday choices can affect the environment</p> <p>How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for others (people and animals)</p> <p>How to carry out personal responsibilities in a caring and compassionate way</p>	<p>Key question: <i>How can we manage risk in different places? (Health and wellbeing) E-Safety</i></p> <p>How to recognise, predict, assess and manage risk in different situations</p> <p>How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</p> <p>How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence</p> <p>How people's online actions can impact on other people</p> <p>How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p> <p>How to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>
Religious Education	<p>Tolerance and respect for people of all faiths and none</p> <p><i>How do Christians show they belong?</i></p> <p>Know about outward signs of belonging - baptism, confirmation, dedication, believers' baptism, marriage - promises and vows made during these events. (Possible visit to a church - or video of an actual ceremony)</p> <p>Understand how these outward signs of belonging affect their faith.</p> <p>Know the symbols or actions that are an expression of belonging in the Christian faith - the cross, ichthus (fish).</p>	<p>Tolerance and respect for people of all faiths and none</p> <p><i>What do the symbols in the story of the baptism of Jesus reveal about the nature of God?</i></p> <p>Know the symbols in the story of the Baptism - dove and water.</p> <p>Understand what the dove and water symbolise- Holy Spirit and purity/cleansing.</p>	<p><i>How do Hindus reflect their faith in the way they live?</i></p> <p>Tolerance and respect for people of all faiths and none</p> <p>Understand the role of Brahman - respect for Mother Earth, respect for mother and father, truthfulness, honesty,</p> <p>Understand how rituals in the home play a part in the Hindu faith.</p> <p>Understand the meaning of Dharma and its role in the Hindu faith.</p> <p>Understand the meaning of Satsang and the role this takes in the Hindu faith.</p> <p><i>What is Karma and how does it drive the cycle of samsara?</i></p> <p>Name and understand the meaning of karma - 'action', every action has an equal reaction either immediately or in the future.</p> <p>Name and understand the meaning of Samsara - the process of reincarnation.</p> <p>Name and understand the meaning of Moksha - freedom from samsara.</p> <p>How might a Hindu seek to achieve moksha?</p> <p>Understand the term moksha and its meaning.</p>	<p><i>How does Muslim worship and celebration build a sense of community?</i></p> <p>Tolerance and respect for people of all faiths and none</p> <p>Identify and name Muslim celebrations.</p> <p>Know how they are celebrated - i.e. festivals, big gatherings, in the home etc.</p> <p>Know why these celebrations are important - focus on Eid.</p> <p>Understand the importance of Eid in the lives of a Muslim family.</p> <p>Understand the importance of Eid in the Muslim community.</p>	<p><i>Expressing belief through the arts - e.g. Antoni Gaudi</i></p> <p>Tolerance and respect for people of all faiths and none</p> <p>Know that expressing faith involves feelings and emotions.</p> <p>Identify images and icons that express faith.</p> <p>Identify and understand messages in religious art - Byzantine icons.</p> <p>Identify and understand how music is used to express faith - hymns, prayers, psalms.</p> <p>Identify and understand how dance is used to express faith.</p>	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	UK vs North America		Ancient Egyptians		Ancient Greece	
	Understand how the symbols and actions impact their faith.		Identify actions that Hindu's believe will help them achieve Moksha. Understand why these actions are important to achieve Moksha.			
Science	<p>Properties and changes of materials:</p> <p>Safety when carrying out any practical investigations</p> <p>Build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4.</p> <p>Explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes.</p> <p>Explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda.</p> <p><i>Find out about how chemists create new materials</i>, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton</p> <p><i>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets</i></p> <p><i>Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</i></p> <p><i>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</i></p> <p><i>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</i></p> <p><i>Demonstrate that dissolving, mixing and changes of state are reversible changes</i></p> <p><i>Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</i></p> <p><i>mathematics data handling</i></p>		<p>Animals, including humans: (see also Year 4 animals)</p> <p>Safety when carrying out any practical investigations</p> <p>Draw a timeline to indicate stages in the growth and development of humans.</p> <p>Learn about the changes experienced in puberty.</p> <p><i>Research the gestation periods of other animals and compare them with humans</i></p> <p><i>Find out and record the length and mass of a baby as it grows.</i></p> <p>Describe the changes as humans develop to old age.</p> <p><i>mathematics data handling</i></p>	<p>Living things and their habitats</p> <p>Safety when carrying out any practical investigations</p> <p>Observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p><i>Find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.</i></p> <p>Find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Observe and compare the life cycles of plants and animals in the local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), finding similarities and differences.</p> <p>Grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs.</p> <p>Compare how different animals reproduce and grow.</p> <p><i>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</i></p> <p><i>Describe the life process of reproduction in some plants and animals.</i></p>	<p>Forces:</p> <p>Explore falling objects and raise questions about the effects of air resistance. Safety when carrying out any practical investigations</p> <p>Explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall.</p> <p>Experience forces that make things begin to move, get faster or slow down.</p> <p>Explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel.</p> <p>Explore the effects of levers, pulleys and simple machines on movement.</p> <p><i>Find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.</i></p> <p>Explore resistance in water by making and testing boats of different shapes.</p> <p><i>Design and make products that use levers, pulleys, gears and/or springs and explore their effects.</i></p> <p><i>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</i></p> <p><i>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces</i></p> <p><i>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</i></p> <p><i>mathematics data handling</i></p>	<p>Earth and space:</p> <p>Introduction to a model of the Sun and Earth that enables them to explain day and night.</p> <p>Learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006 although that can change again).</p> <p>They should understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones).</p> <p>Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.</p> <p><i>Describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i></p> <p><i>Describe the movement of the Moon relative to the Earth</i></p> <p><i>Describe the Sun, Earth and Moon as approximately spherical bodies</i></p> <p><i>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</i></p>