

Upper KS2

Year 5	Year 6
<p>Properties and changes of materials Y5 T1</p> <ul style="list-style-type: none">-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.-know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.- use knowledge of solids, liquids, and gases, to decide how mixtures might be separated, including through filtering, sieving and evaporating.-give reasons, based on evidence from comparative and fair tests, for particular uses of everyday materials, including metals, wood and plastic.-demonstrate that dissolving, mixing and changes of state, are reversible changes-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.	<p>Electricity Y6 T1</p> <ul style="list-style-type: none">-associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.-compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.-use recognised symbols when representing a simple circuit in a diagram.
<p>Earth and Space Y5 T2</p> <ul style="list-style-type: none">-describe the movement of the Earth, and other planets, relative to the sun in the solar system.- describe the movement of the moon, relative to the Earth.-describe the Sun, Earth, and Moon, as approximately spherical bodies. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.	<p>Living things and their habitats/ Classification Y6 T2</p> <ul style="list-style-type: none">- 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.-give reasons for classifying plants and animals based on specific characteristics.
<p>Living things and their habitats /Life Cycles Y5 T 3 & 4</p> <ul style="list-style-type: none">- describe the differences in the lifecycles of a mammal, an amphibian, an insect and a bird-describe the life process of reproduction in some plants and animals.	<p>Evolution and inheritance Y6 T3 & 4</p> <ul style="list-style-type: none">-recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.-recognise that living things produce offspring, but normally offspring vary and are not identical to their parents.-identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

<p>Animals, including humans Y5 T5</p> <ul style="list-style-type: none">-identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.-describe the ways in which nutrients and water are transported within animals, including humans.	<p>Animals, including humans Y6 T5</p> <ul style="list-style-type: none">-describe the changes as humans develop to old age
<p>Forces Y5 T6</p> <ul style="list-style-type: none">-explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.-identify the effects of air resistance, water resistance, and friction that act between moving surfaces.-recognise that some mechanisms, including levers, pulleys, and gears allow a smaller force to have a greater effect.	<p>Light Y6 T6</p> <ul style="list-style-type: none">-use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light.-explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.-use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.