

Term 5 Properties and changes of materials	Week 1 Betteshanger Trip	Week 2	Week 3	Week 4	Week 5
<b>Science</b>	<ul style="list-style-type: none"> <li>- Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).</li> <li>- use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.</li> <li>- Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.</li> <li>- Compare and group everyday materials by their properties, including hardness, solubility, transparency, conductivity (electrical and thermal) and magnetism.</li> <li>- Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass.</li> <li>- Within a group, decide which observations to make, when and for how long, and make systematic and careful observations, using them to make comparisons, identify changes, classify and make links between cause and effect.</li> <li>- Take increasingly accurate measurements in standard units, using a range of chosen equipment.</li> </ul>		<ul style="list-style-type: none"> <li>- Take increasingly accurate measurements in standard units, using a range of chosen equipment.</li> <li>- Gather and record data and results of increasing complexity, selecting from a range of methods (scientific diagrams, labels, classification keys, tables, graphs and models).</li> <li>- Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.</li> <li>- Describe, using evidence from comparative or fair tests, why a material has been chosen for a specific use, including metals, wood and glass.</li> <li>- Explain, following observation, that some substances (solutes) will dissolve in liquid (solvents) to form a solution and the solute can be recovered by evaporating off the solvent.</li> <li>- Identify, demonstrate and compare reversible and irreversible changes.</li> <li>- Separate mixtures by filtering, sieving and evaporating.</li> <li>- Plan and carry out a range of enquiries, including writing methods, identifying variables and making predictions based on prior knowledge and understanding.</li> <li>- Use relevant scientific vocabulary to report on their findings, answer questions and justify their conclusions based on evidence collected, identify improvements, further questions and predictions.</li> <li>- Ask a wide range of relevant scientific questions that broaden their understanding of the world around them and identify how they can answer them.</li> <li>- Explain the precautions needed for working safely when heating, burning, cooling and mixing materials.</li> </ul>		

<b>DT</b> <b>Moving Mechanisms</b>					<ul style="list-style-type: none"> <li>-Describe the social influence of a significant designer or inventor.</li> <li>- Link a physical device to a computer or tablet so that it can be controlled (such as changing motor speed or turning an LED on and off) by a program.</li> <li>- Use pattern pieces and computer-aided design packages to design a product. <ul style="list-style-type: none"> <li>- Use mechanical systems in their products, such as pneumatics.</li> </ul> </li> <li>- Explain how the design of a product has been influenced by the culture or society in which it was designed or made.</li> <li>- Test and evaluate products against a detailed design specification and make adaptations as they develop the product. <ul style="list-style-type: none"> <li>- Use mechanical systems in their products, such as pneumatics.</li> <li>- Build a framework using a range of materials to support mechanisms.</li> </ul> </li> <li>- Name and select increasingly appropriate tools for a task and use them safely. <ul style="list-style-type: none"> <li>- Survey users in a range of focus groups and compare results.</li> </ul> </li> </ul>
<b>English</b>	T4W Persuasive Writing			Assessment	
<b>RE</b>					Is it better to express your beliefs in arts and architecture or in charity and generosity? (Judaism, Christianity and Hinduism)
<b>Spanish</b>	Recap Terms 3 & 4	Actions	Actions	Body	Body
<b>Music</b>	Dancing In the Street				
<b>PE</b>	<p style="text-align: center;"><u>Athletics</u></p> Master basic movements including running, throwing and jumping and identify ways to improve Compete against self and others selecting and applying simple techniques effectively Work collaboratively and individually to help improve self and others				
<b>Maths</b>	Statistics & Shape – See Maths Overview & White Rose				
<b>Computing</b>	<p style="text-align: center;"><b>3D Modelling</b></p> -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)		<p style="text-align: center;"><b>Concept Maps</b></p> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)		
<b>PSHE</b>	<p style="text-align: center;"><u>Rights and Responsibilities</u></p> Discuss and debate health and wellbeing issues. Rules and laws; changing rules and laws; anti-social behaviour; respecting and resolving differences				