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| Year | Term | **Topic** | **In school** | **Helpful hints at home:** |
| 6 | Autumn | **Could humans be crossed with animals?**  Living things & their Habitats | The children will:   * 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. | Your child could use books from the library and information on the internet to research some animals and plants that live/grow nearby and how they have adapted and developed to help them to survive (e.g.chameleons) |
|  | **What would a journey through your body look like?**  Animals including humans | The children will:   * identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood * recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function * describe the ways in which nutrients and water are transported within animals, including humans. | You could talk to your child about the importance of a healthy lifestyle.  The children could research a famous sportsperson to find out what they do in order to have their body perform at a competitive level?  You and your child could exercise together – what happens to your bodies? |
| Spring | **Have we always looked like this?**  Evolution and Inheritance | The children will:   * 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 of the same kind, 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. | You could look at photographs of yourself and your child as you were younger. Talk about any similarities or differences you can see.  Your child could research how some animals have adapted to survive in extreme conditions e.g camels. |
| Summer | **Could you be the next Nintendo apprentice?**  Electricity | The children will:   * 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. | Your child could look around your home and local area for examples of technology that requires circuits e.g. burglar alarm, traffic lights, smoke alarm, plug, computer etc  Can your child tell you how a circuit works? |
|  | Summer – 2nd half term | **How can you light up your life?**  Light | The children will:   * recognise that light appears to travel in straight lines * use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * 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. | Your child could spend 10 minutes in a blacked out room. Could they see anything? Did their eyes adapt to the darkness?  They could make shadow puppets and use torches to create a shadow puppet show.  The children could look at the work of artists like Cezanne and see how he used light and shadow in his work. |