



## TSS Primary Science MTP 2023-24 Year 5 Block 1 – Working Scientifically

Key Targets and Learning Objectives		Key Activities		Equipment
<ul style="list-style-type: none"> <li>Know that models are not fully representative of a real-world situation and/or scientific idea</li> <li>Know that a model presents an object, process or idea in a way that shows some of the important features</li> <li>Choose equipment from a provided selection and use it appropriately</li> <li>Take appropriately accurate measurements</li> <li>Ask scientific questions and select appropriate scientific enquiries to use</li> <li>Plan fair test investigations, identifying the independent, dependent and control variables</li> <li>Present and interpret results using tables, bar charts, dot plots and line graphs</li> <li>Sort, group and classify objects, materials and living things through testing, observation and using secondary information</li> <li>Carry out practical work safely</li> </ul>		<ul style="list-style-type: none"> <li>Enact the digestive system – pushing foods through the intestines (tights). Children mash up foods (mouth), squeeze through pipe (esophagus), mush in a bag (stomach), squeeze through tights (intestines) – <i>Biology link</i></li> <li>Measuring challenge: chn will have to measure using different equipment (forcemeters, rulers, tape measure, scales, measuring jugs). Children select the most appropriate equipment to use and repeat measurements to ensure accuracy.</li> <li>Recap on the structure of investigations. Scaffold how to present it, with the children completing the following sections – predictions, variables and conclusion.</li> <li>Children look at different investigations they could test. They practise writing scientific questions and coming up with methods. Link to experiments they could do later in the year.</li> <li>Chn group foods into healthy and unhealthy, highly processed, processed and natural/organic. Use the labels and online supermarkets to look at ingredients and sugar / salt quantities. Children also complete questionnaire. <i>Biology link</i></li> <li>Children create various graphs based on their answers from questionnaire. Look at the different types of graph they could produce based on the data collected.</li> </ul> <p><b>STEAM activity</b> – Chn must build a tall tower using only straws and 2m tape. The tallest tower wins. Allow time to plan, build and reflect. Children create a success criteria for future projects.</p>		<ul style="list-style-type: none"> <li>Various foods and mixing bowls</li> <li>Tights</li> <li>Force meters</li> <li>Measuring jugs</li> <li>Tape measures</li> <li>Rulers</li> <li>Frozen liquids</li> <li>Scales</li> <li>Tape</li> <li>Foods in packaging (various)</li> <li>Paper</li> </ul>
Key vocabulary	Going Green Link	Integration of technology		
Model, fair test, investigation, prediction, measurements, observation, conclusion, scientific enquiry, Biology, Chemistry, solid, liquid, gas, Physics, friction, force	Look at where the food children eat is produced. Discuss why this may be a problem. Cost, environmental, pandemic reasons with importing food.	Use of iPads <ul style="list-style-type: none"> <li>Researching food – where it comes from, ingredients (how processed is it), sugar/salt quantities</li> </ul>		