**Year 5 (Phase 2/ Upper Key Stage 2)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for**  **AFL** | | **Key vocabulary** | | **Ongoing reflection/**  **Modification** |
| **JANUARY** | | | | | | | | | | | | | | |
| **Week 16**  **(03/01/2021-07/01/2021)** | Blended | **Follow up of all winter break homework. Submission of work and discussion of common mistakes. Follow up of Century tech assignments.**  **Introduction to GL PTS syllabus (all specification points review).**  [**https://elspvtdubai-my.sharepoint.com/:b:/p/sausan/EVKzGkXFSw1GpM8jwWfmSGkB6o5BPSRd323dVqldRODe2Q?e=sAaD8z**](https://elspvtdubai-my.sharepoint.com/:b:/p/sausan/EVKzGkXFSw1GpM8jwWfmSGkB6o5BPSRd323dVqldRODe2Q?e=sAaD8z)  **(The link provides access to the PTS digital administration document. Discuss page 2 with the students)** | | | | | | | | | | | | |
| Blended | **All revision for MYA to be completed in this week** | | | | | | | | | | | | |
| **Week 17**  **(10/01/2021-14/01/2021)** | Blended | **Properties and changes of materials**  **L1: Properties of materials** | 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 the 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. | To compare and group together everyday  materials on the basis of their properties,  including their hardness, transparency  and response to magnets by sorting and  classifying materials according to their  properties. | It will be helpful if children have studied materials and their properties in earlier year groups, including  transparency, magnetism and states of matter in Y3 and Y4. | Literacy, ICT | Properties of materials lesson pack from **twinkl** (Properties of materials)  <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Home Learning Task from <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Try the quiz to explain why materials have been chosen based on their properties.  <https://drive.google.com/file/d/1aGvxwDTHAZJlbZA_EwK-1CrfNinEtPS0/view?usp=sharing>  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Material Property Magnetic Hard  Transparent Flexible Permeable. | |  |
| Blended | **Properties and changes of materials**  **L2: Keeping cool** | 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 the 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. | To give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic by investigating thermal conductors and insulators.  To compare and group together everyday materials on the basis of their thermal conductivity by investigating thermal conductors and insulators | The children will have learnt about the properties of different materials in lesson 1. | Literacy, ICT, Art | Keeping cool lesson pack from **twinkl** (Keeping cool)  <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Home Learning Task from <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Thermal Conductor Insulator  Heat  Material Variable | |  |
| **Week 18**  **(17/01/2021-21/01/2021)** | **Mid Year Assessment** | | | | | | | | | | | | | |
| **Week 19**  **(24/01/2021-28/01/2021)** | **Mid Year Assessment** | | | | | | | | | | | | | |
| **JANUARY/ FEBRUARY** | | | | | | | | | | | | | | |
| **Week 20**  **(31/01/2021-04/02/2021)** | Blended | **Properties and changes of materials**  **L3: Brighter bulbs** | 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 the 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. | To give reasons, based on evidence  from comparative and fair tests, for the  particular uses of everyday materials,  including metals, wood and plastic  by investigating the best electrical  conductors.  To compare and group together everyday  materials on the basis of their electrical  conductivity by investigating the best  electrical conductors. | The children will have learnt about electrical conductors and insulators in Year 4. | Literacy, ICT, Art, Mathematics | Brighter bulbs lesson pack from **twinkl** (Brighter bulbs)  <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Home Learning Task from <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Try this quiz all about electrical conductors and insulators.  <https://drive.google.com/file/d/1yjr-gmuH3Tx3HTHYDRj8Qwo649SvopjI/view?usp=sharing>  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Material Electric Conductor Insulator  Resistance Circuit. | |  |
| Blended | **Properties and changes of materials**  **L4: Dissolving** | 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 the 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. | To know that some materials will dissolve in liquid to form a solution by investigating  dissolving.  To compare and group together everyday  materials on the basis of their solubility by  investigating dissolving | The children will have learnt about solids and liquids in Year 4. | Literacy, ICT, Art, Mathematics | Dissolving lesson pack from **twinkl** (Dissolving)  <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Home Learning Task from <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Dissolve Soluble Insoluble Liquid Solid. | |  |
| **Week 21**  **(07/02/2021-11/02/2021)** | Blended | **Properties and changes of materials**  **L5: Separating mixtures** | 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 the 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. | To use knowledge of solids, liquids and  gases to decide how mixtures might be  separated, including through filtering,  sieving and evaporating by separating  different mixtures.  To demonstrate that dissolving, mixing and changes of state are reversible changes by separating different mixtures.  To describe how to recover a substance  from a solution by separating different  mixtures. | The children will have learnt about magnets in Year 3, and solids, liquids and evaporation in Year 4. They will have learnt about dissolving in Lesson 4 of this unit. | Literacy, ICT, Art, Mathematics | Separating mixtures lesson pack from **twinkl** (Separating mixtures)  <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Make a poster about the different processes that can be used to separate mixtures. Add examples of mixtures that  could be separated by each process. | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Separate Mixture Solution Suspension  Soluble Insoluble Dissolve Evaporate  Solid Liquid  Filter  Sieve Magnet  Attract  Particles. | |  |
| Blended | **Properties and changes of materials**  **L6: Irreversible changes** | 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 the 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. | To 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 by identifying and observing  irreversible chemical changes. | The children will have learnt about changes of state in Year 4. They will have learnt about reversible changes in  lesson 5 of this unit. | Literacy, ICT, Art, Mathematics | Irreversible changes lesson pack from **twinkl** (Irreversible changes)  <https://drive.google.com/drive/folders/1OpZutwXMcams5RrtZjaxFhFbL8G-MKca?usp=sharing> | Find out about scientists who have used chemical changes to create useful new materials? Good examples  Include Spencer Silver or John McAdam. | Self-assessment using the success criteria grid in lesson pack.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Reversible IrreversiblePhysical Chemical  Reaction Reactant Product. | |  |
| **Week 22**  **(14/02/2021-18/02/2021)** | Blended | **Properties and changes of materials** | 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 the 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. | **Research activity from Wonderopolis**  [**https://wonderopolis.org/wonder/How-Long-Does-It-Take-Plastic-To-Decompose**](https://wonderopolis.org/wonder/How-Long-Does-It-Take-Plastic-To-Decompose)  **Provide practice questions from GL PTS reports**  [**Year 6**](onenote:https://elspvtdubai.sharepoint.com/sites/ELSScience/SiteAssets/ELS%20Science%20Notebook/GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one#Year%206&section-id={57CF1F95-3A76-45BD-97AC-E5B990181957}&page-id={32AEF969-70E9-45FC-BF7A-1C8840C4668D}&end)**(**[**Web view**](https://elspvtdubai.sharepoint.com/sites/ELSScience/_layouts/OneNote.aspx?id=%2Fsites%2FELSScience%2FSiteAssets%2FELS%20Science%20Notebook&wd=target%28GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one%7C57CF1F95-3A76-45BD-97AC-E5B990181957%2FYear%206%7C32AEF969-70E9-45FC-BF7A-1C8840C4668D%2F%29)**)** | | | | | | | | | |
| Blended | **Shadows**  **5.1. Light travels in straight lines**  (Number of lessons required approx. 1) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Observe that shadows are formed when light travelling from a source is blocked.  Make relevant observations.  Collect sufficient evidence to test an idea.  Interpret data and think about whether it’s sufficient to draw conclusions. | Year 3 Light | Literacy, ICT | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.1a, 5.1b  **Resources in Activity Book:** Exercise 5.1  **Practical Activities:** Activity 5.1a, 5.1b from Teaching ideas 5.1 | Exercise 5.1 in the Activity Book. | Learners could assess each other’s work when they have completed Exercise 5.1. Go over the answers at the beginning of your next lesson. Learners can swap Activity Books and mark each other’s work.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Evidence  Blocked  Conclusion  Shadow | |  |
| **Half Term Break for Students (21/02/2021-23/02/2021)** | | | | | | | | | | | | | | |
| **Week 23**  **(24/02/2021-25/02/2021)** | Blended | **Shadows**  **5.2. Which materials let light through?**  (Number of lessons required approx. 1) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Observe that shadows are formed when light travelling from a source is blocked.  Explore how opaque materials do not let light through and transparent materials let a lot of light through.  Make predictions of what will happen based on scientific knowledge and understanding and suggest and communicate how to test these.  Use knowledge and understanding to plan how to carry out a fair test.  Present results in bar charts.  Use observation to test predictions. | Year 3 Light | Literacy, ICT | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.2  **Resources in Activity Book:** Exercise 5.2  **Resources in Teacher’s resource:**  Worksheet 5.2a, 5.2b, 5.2c  **Practical Activities:** Activity 5.1a, 5.1b from Teaching ideas 5.1 | Exercise 5.2 in the Activity Book.  Worksheet 5.2c is an alternative homework activity where learners must visit a shop or supermarket and identify packaging materials as opaque, transparent or translucent and think about why the manufacturers could have chosen that packaging. | Activity 5.2 is a very good test of planning and carrying out a fair test. Keep a look out for learners that can do this well and others who need to be focused more.  You could assess learners’ bar charts using peer assessment. Learners can swap books with a partner and mark each other’s graphs as follows:   |  |  | | --- | --- | |  | **Mark** | | 1 Is the length of each bar accurately drawn? | 3 (1 mark per bar) | | 2 Is each bar labelled neatly? | 3 (1 mark per bar) | | 3 Is each bar the same width? | 1 | | 4 Has the bar chart got a suitable heading? | 2 | |  | **Total:  9 marks** |   **Keywords:**  Opaque  Translucent  Transparent | | | | |
| Blended | **Shadows**  **5.3. Silhouettes and shadow puppets**  (Number of lessons required approx. 2) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Observe that shadows are formed when light travelling from a source is blocked.  Make relevant observations. | Year 3 Light | Literacy, ICT, Art | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.3  **Resources in Activity Book:** Exercise 5.3  **Resources in Teacher’s resource:**  Worksheet 5.3  **Practical Activities:** Activity 5.3 from Teaching ideas 5.3 | Exercise 5.3 in the Activity Book. | You could get the class to rate each puppet show as:  *the funniest show*  *the most scary show*  *the show with the most beautiful puppets*  *the show with the most action*  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | Silhouette  Project | |  | |
| **FEBRUARY/ MARCH** | | | | | | | | | | | | | | |
| **Week 24**  **(28/02/2021-04/03/2021)** | Blended | **Shadows**  **5.4. What affects the size of a shadow?**  (Number of lessons required approx. 2) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Investigate how the size of a shadow is affected by the position of the object.  Identify factors that need to be taken into account.  Present results in line graphs.  Discuss need for repeated observations and measurements.  Begin to evaluate repeated results.  Interpret data and think about whether it’s sufficient to draw conclusions. | Year 3 Light | Literacy, ICT, Art | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.4  **Resources in Activity Book:** Exercise 5.4  **Resources in Teacher’s resource:**  Worksheet 5.4a, 5.4b  **Practical Activities:** Activity 5.4 from Teaching ideas 5.4 | Exercise 5.4 in the Activity Book. | You could assess learners’ line graphs using peer assessment. Learners can swap books with a partner and mark each other’s graphs as follows.   |  |  | | --- | --- | |  | **Mark** | | 1 Have the results been entered accurately on the graph? | 5 | | 2 Have the lines been drawn neatly? | 2 | | 3 Has the line graph got a suitable heading? | 1 | |  | **Total:  8 marks** |   **Keywords:**  Position  Controlled factor | | | | |
| Blended | **Shadows**  **5.5. Investigating shadow lengths**  (Number of lessons required approx. 2) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Observe that shadows change in length and position throughout the day.  Make relevant observations.  Measure time and distance.  Discuss the needs for repeated observations and measurements.  Recognise patterns in data.  Use knowledge and understanding to plan how to carry out a fair test. | Year 3 Light | Literacy, ICT, Art | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.5  **Resources in Activity Book:** Exercise 5.5  **Resources in Teacher’s resource:**  Worksheet 5.5a, 5.5b  **Practical Activities:** Activity 5.5 from Teaching ideas 5.5 | Exercise 5.5 in the Activity Book. | Go through the answers to Exercise 5.5 at the beginning of your next lesson, when learners have completed it for homework. Learners could mark their own work or swap books with a friend and mark each other’s work.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Sundial  Noon | |  |
| **Week 25**  **(07/03/2021-11/03/2021)** | Blended | **Shadows**  **5.6. Measuring light intensity**  (Number of lessons required approx. 1) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Know that light intensity can be measured.  Make predictions of what will happen based on scientific knowledge and understanding.  Decide whether results support predictions.  Use knowledge and understanding to plan how to carry out a fair test. | Year 3 Light | Literacy, ICT, Art | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.6  Question 1  **Resources in Activity Book:** Exercise 5.6  **Practical Activities:** Activity 5.6 from Teaching ideas 5.6 | Exercise 5.6 in the Activity Book. | Go through the answers to Exercise 5.6 at the beginning of your next lesson, when learners have completed it for homework. Learners could mark their own work or swap books with a friend and mark each other’s work.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Light intensity | |  |
| Blended | **Shadows**  **5.7. How scientists measured and understood light**  (Number of lessons required approx. 1) | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | Know that scientists have combined evidence with creative thinking to suggest new ideas and explanations for phenomena.  Make relevant observations. | Year 3 Light | Literacy, ICT, Art | Refer to teaching ideas in Unit 5 resources  <https://elspvtdubai-my.sharepoint.com/:f:/p/sausan/Es55tP-agaZHh8rIRRTSl_UBLSiO4X4aAorA_kxAmEfwtA?e=q77UjN>  **Resources in Learner’s Book:**  Activity 5.7  Question 1, 2, 3.  **Resources in Activity Book:** Exercise 5.7  **Practical Activities:** Activity 5.7 from Teaching ideas 5.7 | Exercise 5.7 in the Activity Book. | You may decide you want to assess learners on Exercise 5.7. It is a good test of their comprehension and writing skills.  **Assessment Platform:** Quizizz, Nearpod, Chat box in MS Teams, OneNote, Padlet or any other suitable, accessible app. | | Prism  Refraction | |  |
| **Week 26**  **(14/03/2021-18/03/2021)** | Blended | **Shadows** | Recognise that shadows are formed when the light from a light source is blocked by an opaque object. | **Unit Test 5**  **Provide practice questions from GL PTS reports**  [**Year 5**](onenote:https://elspvtdubai.sharepoint.com/sites/ELSScience/SiteAssets/ELS%20Science%20Notebook/GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one#Year%205&section-id={57CF1F95-3A76-45BD-97AC-E5B990181957}&page-id={ADA74A4F-A769-412C-BDE6-F072D41D593F}&end)**(**[**Web view**](https://elspvtdubai.sharepoint.com/sites/ELSScience/_layouts/OneNote.aspx?id=%2Fsites%2FELSScience%2FSiteAssets%2FELS%20Science%20Notebook&wd=target%28GL%20Progress%20Test%20Group%20Reports%20for%20Teachers.one%7C57CF1F95-3A76-45BD-97AC-E5B990181957%2FYear%205%7CADA74A4F-A769-412C-BDE6-F072D41D593F%2F%29)**)** | | | | | | | | | |
| **Week 27**  **(21/03/2021-25/03/2021)** | Blended | **Shadows**  (Challenge book) | **5.1. Light travels in straight lines**  **5.5. Investigating shadow lengths**  **5.6. Measuring light intensity**  **5.7. How scientists measured and understood light** | | | | | | | | | | |
| Blended | **Material changes from Year 6** (Challenge book) | **3.2. Mixing and separating solids**  **3.5. Solutions**  **3.6. Making solids dissolve faster**  **3.6. Grain size and dissolving** | | | | | | | | | | |
| **Spring Break**  **(28/03/2021-08/04/2021)** | | | | | | | | | | | | | | |