



Expectations for Science in year 5

| Component | Statement |
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| Working Scientifically | I can plan enquiries, including recognising and controlling variables where necessary. |
| Working Scientifically | I can take measurements, using a range of scientific equipment, with increasing accuracy and precision. |
| Working Scientifically | I can record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. |
| Working Scientifically | I can report on my findings from enquiries using oral and written explanations of results. These explanations involve causal relationships and conclusions. |
| Working Scientifically | I can present findings in written form, displays and other presentations. |
| Working Scientifically | I can use test results to make predictions to set up further comparative and fair tests. |
| Working Scientifically | I can use simple models to describe scientific ideas. |
| Working Scientifically | I can identify scientific evidence that has been used to support or refute ideas or arguments. |
| Living Things and their Habitats | I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. |
| Living Things and their Habitats | I can describe the life process of reproduction in some plants and animals. |
| Animals, Including Humans | I can describe the changes as humans develop to old age. |
| Properties and Changes of Materials | I can 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. |
| Properties and Changes of Materials | I can know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution. |
| Properties and Changes of Materials | I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. |
| Properties and Changes of Materials | I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. |
| Properties and Changes of Materials | I can demonstrate that dissolving, mixing and changes of state are reversible changes. |
| Properties and Changes of Materials | I can explain that some changes result in the formation of new material. I can explain that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. |
| Earth and Space | I can describe the movement of the Earth and other planets and how they are relative to the Sun in the solar system. |
| Earth and Space | I can describe the movement of the Moon and how it is relative to the Earth. |
| Earth and Space | I can describe the Sun, Earth and Moon as approximate spherical bodies. |
| Earth and Space | I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. |
| Forces | I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. |
| Forces | I can identify the effects of air resistance, water resistance and friction that act between moving surfaces. |
| Forces | I can recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect. |