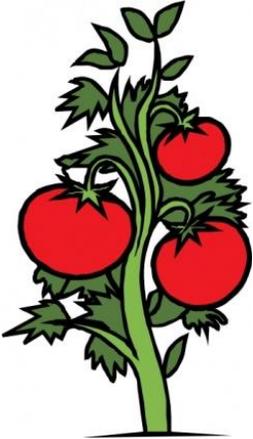




End of Year Science Expectations: Year 5

Working Scientifically	Living things and their habitats	Animals, inc Humans	Properties and changes of materials	Earth & Space	Forces
<p>During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> planning different types of scientific enquiries to 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird describe the life process of reproduction in 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the changes as humans develop to old age. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> explain that unsupported objects fall towards the Earth because of the force of gravity acting between the

<p>answer questions, including recognising and controlling variables where necessary</p> <ul style="list-style-type: none"> ▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate ▪ recording data and results of increasing complexity using scientific diagrams and labels, 	<p>some plants and animals.</p> 	 	<p>conductivity (electrical and thermal), and response to magnets</p> <ul style="list-style-type: none"> ▪ 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 	<ul style="list-style-type: none"> ▪ describe the Sun, Earth and Moon as approximately spherical bodies ▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. 	<p>Earth and the falling object</p> <ul style="list-style-type: none"> ▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces ▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a
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<p>classification keys, tables, scatter graphs, bar and line graphs</p> <ul style="list-style-type: none"> ▪ using test results to make predictions to set up further comparative and fair tests ▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written 			<ul style="list-style-type: none"> ▪ 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 		<p>greater effect.</p>
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<p>forms such as displays and other presentations</p> <ul style="list-style-type: none">▪ identifying scientific evidence that has been used to support or refute ideas or arguments.			<p>reversible, including changes associated with burning and the action of acid on bicarbonate of soda.</p>		
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