

... plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary. (Planning)

... record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs. (Obtaining and presenting evidence)

... describe the changes as humans develop to old age.

... describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.

... make a prediction with reasons. (Planning)

... use test results to make predictions to set up comparative and fair tests. (Planning)



The Year 5 Scientist
How well can I ...

... use basic ideas of inheritance, variation and adaptation to describe how living things have changed over time.

... take measurement using a range of scientific equipment with increasing accuracy and precision. (Obtaining and presenting evidence)

... present a report of my findings through writing, display and presentation. (Considering and evaluating)

... identify the reproductive processes of some animals.

... describe the life cycles of common plants.

... take repeat readings when appropriate. (Obtaining and presenting evidence)

... use a graph to answer scientific questions. (Considering and evaluating)

... explore the work of well-known naturalists and animal behaviourists? (David Attenborough and Jane Goodall).

... compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.

... describe changes using scientific words (evaporation, condensation).

... use the terms 'reversible; and 'irreversible'.

... explain how some materials dissolve in liquid to form a solution.

... explain what happens when dissolving occurs.

... use their knowledge of solids, liquids and gases to decide and describe how mixtures might be separated, including through filtering, sieving, evaporating.

... give reasons based on evidence for 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. I can they 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?



The Year 5 Scientist
How well can I ...

... identify and explain the movement of the Earth and other planets relative to the sun in the solar system.

... explain how seasons and the associated weather is created

... describe and explain the movement of the Moon relative to the Earth.

... 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.

...explain that unsupported objects fall towards the earth because of the force of gravity acting between the earth and the falling object.

... 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 greater effect.