



**As a Year 5 Scientist I will know...**

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<p style="text-align: center;"><b><u>Solar System</u></b></p> <p>the movement of the Earth and other planets in relative to the SUn in the Solar System</p> <p style="padding-left: 40px;">the movement of the Moon relative to the Earth</p> <p style="padding-left: 40px;">how to describe the Sun, Earth and Moon as spherical bodies</p> <p>how to explain the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky</p>	<p style="text-align: center;"><b><u>Forces</u></b></p> <p>that unsupported objects fall towards the EArth because of the force of gravity acting between the Earth and the falling object</p> <p>the effects of air resistance, water resistance and friction that act between moving surfaces</p> <p>recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect</p>	<p style="text-align: center;"><b><u>Properties and changes of materials</u></b></p> <p>how to 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</p> <p>that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</p> <p>the best method to separate solids, liquids and gases including filtering, sieving and evaporation</p>
<p style="text-align: center;"><b><u>Animals inc. Humans</u></b></p> <p>the changes as humans develop to old age</p>	<p style="text-align: center;"><b><u>Living things and their habitats</u></b></p> <p>the difference in life cycles of a mammal,an amphibian, an insect and a bird.</p> <p>the life process of reproduction in some plants and animals</p>	<p>reasons based on evidence from comparative and fair tests why we use particular materials in our everyday materials</p> <p>how to demonstrate dissolving, mixing and changes of state are reversible changes</p>



## As a Year 5 Scientist I can...

### Working Scientifically

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- 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, classification keys, tables, scatter graphs, bar and line graphs
- 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 a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments
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