St Mary's Church of England Primary School
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*'Believe and Achieve'*

# 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 |
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| 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:<br>▪ planning different types of scientific enquiries to | Pupils should be taught to:<br>▪ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird<br>▪ describe the life process of reproduction in | Pupils should be taught to:<br>▪ describe the changes as humans develop to old age. | Pupils should be taught to:<br>▪ compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, | Pupils should be taught to:<br>▪ describe the movement of the Earth, and other planets, relative to the Sun in the solar system<br>▪ describe the movement of the Moon relative to the Earth | Pupils should be taught to:<br>▪ explain that unsupported objects fall towards the Earth because of the force of gravity acting between the |

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| answer questions, including recognising and controlling variables where necessary<br>▪ taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate<br>▪ recording data and results of increasing complexity using scientific diagrams and labels, | some plants and animals.<br>  |  <br><br>  | conductivity (electrical and thermal), and response to magnets<br>▪ know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution<br>▪ use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating | ▪ describe the Sun, Earth and Moon as approximately spherical bodies<br>▪ use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. | Earth and the falling object<br>▪ identify the effects of air resistance, water resistance and friction, that act between moving surfaces<br>▪ recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a |

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| classification keys, tables, scatter graphs, bar and line graphs<br>▪ using test results to make predictions to set up further comparative and fair tests<br>▪ reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written | | | ▪ give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic<br>▪ demonstrate that dissolving, mixing and changes of state are reversible changes<br>▪ explain that some changes result in the formation of new materials, and that this kind of change is not usually | | greater effect. |

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| forms such as displays and other presentations<br>▪ identifying scientific evidence that has been used to support or refute ideas or arguments. | | | reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | | |