

Y5 Properties and changes of materials - Autumn

1. 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
2. know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
3. use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
4. give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
5. demonstrate that dissolving, mixing and changes of state are reversible changes
6. 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

| Assessment guidance | Key learning | Possible evidence |
|---|---|---|
| Shows understanding of a concept using scientific vocabulary correctly | <p>Materials have different uses depending on their properties and state (liquid, solid, gas). Properties include hardness, transparency, electrical and thermal conductivity and attraction to magnets. Some materials will dissolve in a liquid and form a solution while others are insoluble and form sediment.</p> <p>Mixtures can be separated by filtering, sieving and evaporation.</p> <p>Some changes to materials such as dissolving, mixing and changes of state are reversible, but some changes such as burning wood, rusting and mixing vinegar with bicarbonate of soda result in the formation of new materials and these are not reversible.</p> <p>Key vocabulary</p> <p>Thermal/electrical insulator/conductor, change of state, mixture, dissolve, solution, soluble, insoluble, filter, sieve reversible/non-reversible change, burning, rusting, new material</p> | <p>Can use understanding of properties to explain everyday uses of materials. For example, how bricks, wood, glass and metals are used in buildings</p> <p>Can explain what dissolving means, giving examples</p> <p>Can name equipment used for filtering and sieving</p> <p>Can use knowledge of liquids, gases and solids to suggest how materials can be recovered from solutions or mixtures by evaporation, filtering or sieving</p> <p>Can describe some simple reversible and non-reversible changes to materials, giving examples</p> |
| Applying knowledge in familiar related contexts, including a range of enquiries | <p>Investigate the properties of different materials in order to recommend materials for particular functions depending on these properties e.g. test waterproofness and thermal insulation to identify a suitable fabric for a coat</p> <p>Explore adding a range of solids to water and other liquids e.g. cooking oil, as appropriate</p> <p>Investigate rates of dissolving by carrying out comparative and fair test</p> <p>Separate mixtures by sieving, filtering and evaporation, choosing the most suitable method and equipment for each mixture</p> <p>Explore a range of non-reversible changes e.g. rusting, adding fizzy tablets to water, burning</p> <p>Carry out comparative and fair tests involving non-reversible changes e.g. What affects the rate of rusting? What affects the amount of gas produced?</p> <p>Research new materials produced by chemists e.g. Spencer Silver (glue of sticky notes) and Ruth Benerito (wrinkle free cotton)</p> | <p>Can create a chart or table grouping/comparing everyday materials by different properties</p> <p>Can use test evidence gathered about different properties to suggest an appropriate material for a particular purpose</p> <p>Can group solids based on their observations when mixing them with water</p> <p>Can give reasons for choice of equipment and methods to separate a given solution or mixture such as salt or sand in water</p> <p>Can explain the results from their investigations involving dissolving and non-reversible change</p> |

Y5 Forces – Autumn and Spring

1. explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
2. identify the effects of air resistance, water resistance and friction, that act between moving surfaces
3. recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect

| Assessment guidance | Key learning | Possible evidence |
|---|---|--|
| Shows understanding of a concept using scientific vocabulary correctly | <p>A force causes an object to start moving, stop moving, speed up, slow down or change direction. Gravity is a force that acts at a distance. Everything is pulled to the Earth by gravity. This causes unsupported objects to fall.</p> <p>Air resistance, water resistance and friction are contact forces that act between moving surfaces. The object may be moving through the air or water or the air and water may be moving over a stationary object.</p> <p>A mechanism is a device that allows a small force to be increased to a larger force. The pay back is that it requires a greater movement. The small force moves a long distance and the resulting large force moves a small distance, e.g. a crowbar or bottle top remover. Pulleys, levers and gears are all mechanisms, also known as simple machines.</p> <p>Key vocabulary</p> <p>Force, gravity, Earth, air resistance, water resistance, friction, mechanisms, simple machines, levers, pulleys, gears</p> | <p>Can demonstrate the effect of gravity acting on an unsupported object</p> <p>Can give examples of friction, water resistance and air resistance</p> <p>Can give examples of when it is beneficial to have high or low friction, water resistance and air resistance</p> <p>Can demonstrate how pulleys, levers and gears work</p> |
| Applying knowledge in familiar related contexts, including a range of enquiries | <p>Investigate the effect of friction in a range of contexts e.g. trainers, bath mats, mats for a helter-skelter</p> <p>Investigate the effects of water resistance in a range of contexts e.g. dropping shapes through water, pulling shapes e.g. boats along the surface of water</p> <p>Investigate the effects of air resistance in a range of contexts e.g. parachutes, spinners, sails on boats</p> <p>Explore how levers, pulleys and gears work</p> <p>Make a product that involves a lever, pulley or gear</p> <p>Create a timer that uses gravity to move a ball</p> <p>Research how the work of scientists such as Galileo Galilei and Isaac Newton helped to develop the theory of gravitation</p> | <p>Can explain the results of their investigations in terms of the force, showing a good understanding that as the object tries to move through the water or air or across the surface, the particles in the water, air or on the surface slow it down</p> <p>Can demonstrate clearly the effects of using levers, pulleys and gears</p> |

Y5 Earth and space - Spring

1. describe the movement of the Earth, and other planets, relative to the Sun in the solar system
2. describe the movement of the Moon relative to the Earth
3. describe the Sun, Earth and Moon as approximately spherical bodies
4. use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

| Assessment guidance | Key learning | Possible evidence |
|---|---|---|
| Shows understanding of a concept using scientific vocabulary correctly | <p>The Sun is a star. It is at the centre of our solar system. There are 8 planets (can choose to name them, but not essential). These travel around the Sun in fixed orbits. Earth takes 365¼ days to complete its orbit around the Sun. The Earth rotates (spins) on its axis every 24 hours. As Earth rotates half faces the Sun (here it is day) and half is facing away from the Sun (night). As the Earth rotates the Sun appears to move across the sky. The Moon orbits the Earth. It takes about 28 days to complete its orbit. The Sun, Earth and Moon are approximately spherical.</p> <p>Key vocabulary</p> <p>Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune) spherical, solar system, rotates, star, orbit, planets</p> | <p>Can create a voice over for a video clip or animation</p> <p>Can show using diagrams the movement of the Earth and Moon</p> <p>Can explain the movement of the Earth and Moon</p> <p>Can show using diagrams the rotation of the Earth and how this causes day and night</p> <p>Can explain what causes day and night</p> |
| Applying knowledge in familiar related contexts, including a range of enquiries | <p>Use secondary sources to help create a model e.g. role play or using balls, to show the movement of the Earth around the Sun and the Moon around the Earth.</p> <p>Use secondary sources to help make a model to show why day and night occur</p> <p>Make first-hand observations of how shadows caused by the Sun change through the day</p> <p>Make a sundial</p> <p>Research time zones</p> <p>Consider the views of scientists in the past and evidence used to deduce shapes and movements of the Earth, Moon and planets before space travel</p> | <p>Can use the model to explain how the Earth moves in relation to the Sun and the moon moves in relation to the Earth</p> <p>Can demonstrate and explain verbally how day and night occur</p> <p>Can explain evidence gathered about the position of shadows in term of the movement of the Earth. Can show this using a model</p> <p>Can explain how a sundial works</p> <p>Can explain verbally using a model why we have time zones</p> <p>Can describe the arguments and evidence used by scientists in the past</p> |

Y5 Animals, including humans (this builds on the learning in Living things and their habitat) –Summer
describe the changes as humans develop to old age

| Assessment guidance | Key learning | Possible evidence |
|---|---|---|
| Shows understanding of a concept using scientific vocabulary correctly | <p>When babies are young they grow rapidly. They are very dependent on their parents. As they develop they learn many skills. At puberty, a child's body changes and develops primary and secondary sexual characteristics. This enables the adult to reproduce.</p> <p>This needs to be taught alongside PSHE Useful guidance can be obtained at: http://www.ase.org.uk/news/aseviews/teaching-about-puberty/ http://www.ase.org.uk/documents/2016-joint-statement-on-reproduction/</p> <p>Key vocabulary Puberty, primary and secondary sexual characteristics</p> | <p>Can explain the changes that takes place in boys and girls during puberty Can explain how a baby changes physically as it grows and also what it is able to do</p> |
| Applying knowledge in familiar related contexts, including a range of enquiries | <p>This unit is likely to be taught through direct instruction due to its sensitive nature</p> | |

Y5 Living things and their habitats - Summer

1. describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
2. describe the life process of reproduction in some plants and animals

| Assessment guidance | Key learning | Possible evidence |
|---|---|---|
| Shows understanding of a concept using scientific vocabulary correctly | <p>As part of their life cycle plants and animals reproduce. Most animals reproduce sexually. This involves two parents where the sperm from the male fertilises the female egg. Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be born live, such as babies or kittens, and then grow into adults. In other animals, such as chickens or snakes, there may be eggs laid that hatch to young which then grow to adults. Some young undergo a further change before becoming adults e.g. caterpillars to butterflies. This is called a metamorphosis.</p> <p>Plants reproduce both sexually and asexually. Bulbs, tubers, runners and plantlets are examples of asexual plant reproduction which involves only one parent. Gardeners may force plants to reproduce asexually by taking cuttings. Sexual reproduction occurs through pollination, usually involving wind or insects.</p> <p>Key vocabulary Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings</p> | <p>Can draw the life cycle of a range of animals identifying similarities and differences between the life cycles</p> <p>Can explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways</p> |
| Applying knowledge in familiar related contexts, including a range of enquiries | <p>Use secondary sources and, where possible, first hand observations to find out about the life cycle of a range of animals</p> <p>Compare the gestation times for mammals and look for patterns e.g. in relation to size of animal or length of dependency after birth</p> <p>Look for patterns between the size of an animal and its expected life span</p> <p>Grow and observe plants that reproduce asexually e.g. strawberries, spider plant, potatoes</p> <p>Take cuttings from a range of plants e.g. African violet, mint</p> <p>Plant bulbs and then harvest to see how they multiply</p> <p>Use secondary sources to find out about pollination</p> | <p>Can present their understanding of the life cycle of a range of animals in different ways e.g. drama, pictorially, chronological reports, creating a game</p> <p>Can identify patterns in life cycles</p> <p>Can compare two or more animal life cycles studied</p> <p>Can explain how a range of plants reproduce asexually</p> |