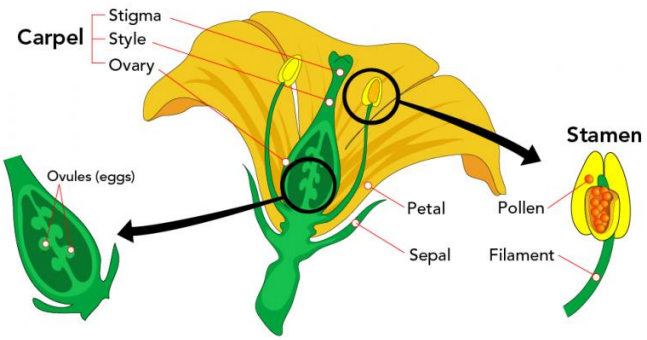
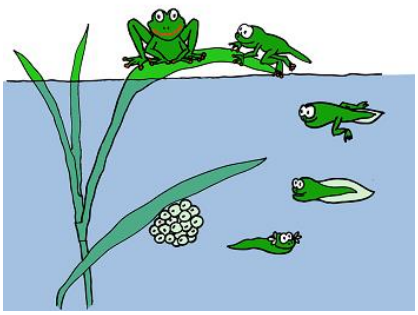
Year 5
Living things and their habitats

I have already learnt:
- ✓ *About things that are living/dead/never alive.*
- ✓ *What a habitat is and what they provide.*
- ✓ *To describe how animals get their food from plants and other animals.*

I am learning to:	Date
describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird	
describe the life process of reproduction in some plants and animals	

I am learning to be able to:	Date
identify scientific evidence that has been used to prove or disprove ideas or arguments	
report and present findings from enquiries in spoken and written forms such as displays and other presentations	





End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

life cycles, reproduction, life processes, sexual and asexual reproduction (plants), root cuttings

Year 5
Animals, including humans

I have already learnt:

- ✓ *To identify a range of common organisms*
- ✓ *To identify and describe parts of the human body and associated senses*
- ✓ *To notice that animals, including humans, have offspring which grow into adults*
- ✓ *About needs for survival*
- ✓ *About nutrition for animals*

I am learning to:	Date
describe the changes as humans develop to old age	

I am learning to be able to:	Date
report and present findings from enquiries in spoken and written forms such as displays and other presentations	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

puberty, gestation period

Year 5
Properties and changes of materials

I have already learnt:

- ✓ *To identify and describe the properties of a range of everyday materials*
- ✓ *To compare the suitability of materials*
- ✓ *To observe that some materials change state*

I am learning to:	Date
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	
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	
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 reversible, including changes associated with burning and the action of acid on bicarbonate of soda	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
use test results to make predictions to set up further comparative and fair tests	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

Properties, hardness, solubility, transparency, electrical conductivity, thermal conductivity, magnetism, dissolve, solution, substance, separating, mixing, filtering, sieving, reversible change, burning, rusting, reactions, irreversible change

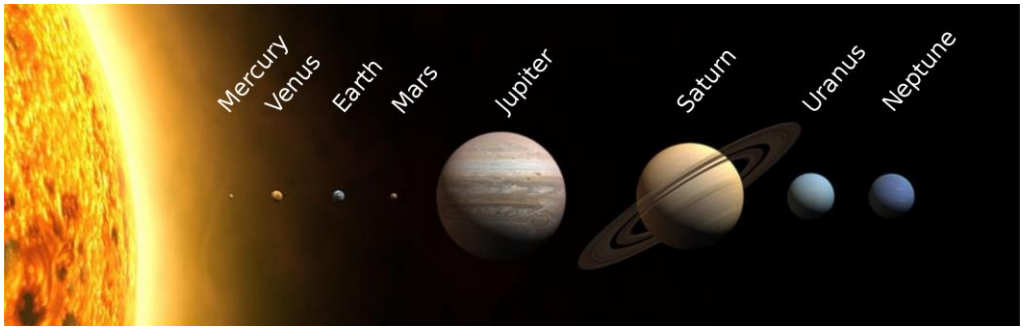
Year 5
Earth and space

I have already learnt:

✓ *To observe the changes across the four seasons and how day length varies*

I am learning to:	Date
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	
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	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
report and present findings from enquiries in spoken and written forms such as displays and other presentations	
identify scientific evidence that has been used to support or refute ideas or arguments	



End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

solar system, planets: Mercury, Venus, earth, Mars, Jupiter, Saturn, Neptune, Uranus, moon, stars, spherical bodies, rotation, orbit, satellite

Year 5
Forces

I have already learnt:

- ✓ *To compare how things move on different surfaces*
- ✓ *To notice that some forces need contact between two surfaces, but magnetic forces can act at a distance*
- ✓ *About the properties of magnets*

I am learning to:	Date
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	

I am learning to be able to:	Date
plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	
take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where appropriate	
record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	
use test results to make predictions to set up further comparative and fair tests	

End of Unit Assessment

Working Scientifically

WTS EXP GDS

Scientific Understanding

WTS EXP GDS

Key Vocab

gravity, air resistance, water resistance, friction, levers, pulleys, gears, springs