## Pegswood Primary School Year 5 Coverage Science



## Pegswood Primary School Year Group Coverage - Science



Year 5							
		Living things & their habitats	Animals including humans	Properties of changing materials	Forces	Earth and Space	
Topic Objectives	Describe the differences in the life cycles of mammals, amphibians, insects and birds.	$\checkmark$					
	Describe the life process of reproduction in some plants and animals.	$\checkmark$					
	Describe the changes as humans develop to old age.		$\checkmark$				
	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.			$\checkmark$			
	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.			$\checkmark$			
	Give reasons based on evidence, from comparative and fair tests, for the particular uses of everyday materials including plastic, wood and metal.			$\checkmark$			
	Demonstrate that dissolving, mixing and changes of state are reversible changes.			$\checkmark$			

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Explain that some changes result in the formation or new materials and this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.			~			
Explain that unsupported objects fall to earth because of the force of gravity acting between earth and the object.				$\checkmark$		
Identify the effects of air resistance, water resistance and friction that act between moving surfaces.				$\checkmark$		
Recognise that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.				$\checkmark$		
Describe the movement of the earth, and other planets relative to the sun in the solar system.					$\checkmark$	
Describe the movement of the moon relative to the earth.					$\checkmark$	
Describe the sun, earth and moon as approximately spherical bodies.					$\checkmark$	
Use the idea of the earth's rotation to explain day and night and the apparent movement of the sun across the sky.					$\checkmark$	

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Working Scientifically	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
	Taking measurements using a range of scientific equipment, with increasing accuracy and precision, take repeated readings when appropriate.		$\checkmark$	$\checkmark$		
	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$
	Using test results to make predictions to set up further comparative and fair tests.		$\checkmark$	$\checkmark$	$\checkmark$	
	Reporting and presenting recordings from enquiries, including conclusions, causal relationships and explanations and degree of trust in oral and written forms such as displays and other presentations.		~	$\checkmark$	$\checkmark$	✓
	Identifying scientific evidence that has been used to support or refute ideas or arguments.		$\checkmark$	$\checkmark$	$\checkmark$	$\checkmark$