

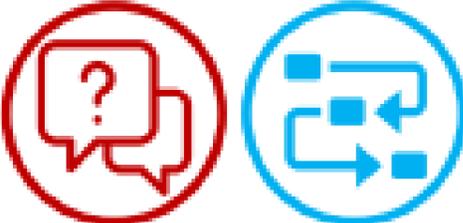
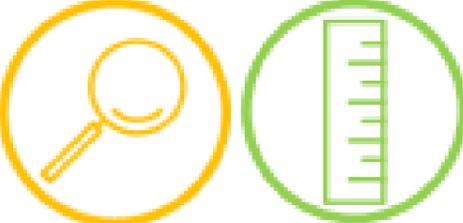


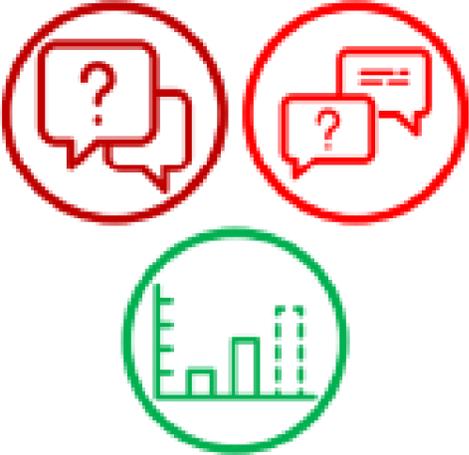
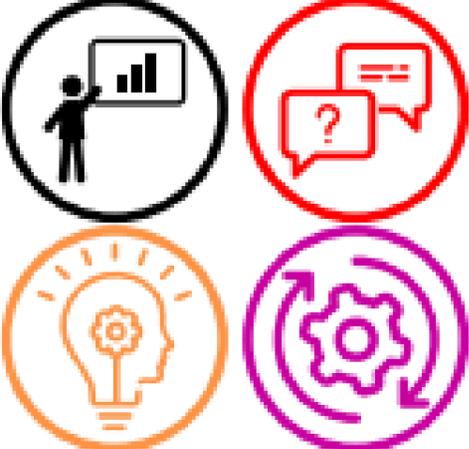
St. Anne's Catholic Primary School: Year 5 Science Curriculum

Term	Science topic and famous scientist	National Curriculum Objectives
Autumn 1	Properties of materials Friedrich Mohs	<ul style="list-style-type: none">• 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.
Autumn 2	Properties of materials	<ul style="list-style-type: none">• 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.
Spring 1	Forces Isaac Newton	<ul style="list-style-type: none">• 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.
Spring 2	Earth, moon and sun Tim Peake	<ul style="list-style-type: none">• 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.
Summer 1	Animals including humans: lifecycles Jane Goodall	<ul style="list-style-type: none">• Describe the changes as humans develop to old age.• Use a timeline to indicate changes in the growth and development of humans.• Learn about the changes experienced in puberty.• Research the gestation periods of other animals and compare them to humans.

Summer 2	Plant lifecycles Jane Goodall	<ul style="list-style-type: none"> • 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. • To explain the difference between sexual and asexual reproduction and give examples of how plants reproduce in both ways. • To find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.
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Working Scientifically

National Curriculum working scientifically statement	PLAN guidance	Science skills
<p>Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<ul style="list-style-type: none"> • Children independently ask scientific questions. This may be stimulated by a scientific experience or involve asking further questions based on their developed understanding following an enquiry. • Given a wide range of resources the children decide for themselves how to gather evidence to answer a scientific question. They choose a type of enquiry to carry out and justify their choice. They recognise how secondary sources can be used to answer questions that cannot be answered through practical work. • The children select from a range of practical resources to gather evidence to answer their questions. They carry out fair tests, recognising and controlling variables. They decide what observations or measurements to make over time and for how long. They look for patterns and relationships using a suitable sample. 	
<p>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>	<ul style="list-style-type: none"> • The children select measuring equipment to give the most precise results e.g. ruler, tape measure or trundle wheel, force meter with a suitable scale. • During an enquiry, they make decisions e.g. whether they need to: take repeat readings (fair testing); increase the sample size (pattern seeking); adjust the observation period and frequency (observing over time); or check further secondary sources (researching); in order to get accurate data (closer to the true value). 	

<p>Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</p>	<ul style="list-style-type: none"> The children decide how to record and present evidence. They record observations e.g. using annotated photographs, videos, labelled diagrams, observational drawings, labelled scientific diagrams or writing. They record measurements e.g. using tables, tally charts, bar charts, line graphs and scatter graphs. They record classifications e.g. using tables, Venn diagrams, Carroll diagrams and classification keys. Children present the same data in different ways in order to help with answering the question. 	
<p>Using test results to make predictions to set up further comparative and fair tests</p>	<ul style="list-style-type: none"> Children use the scientific knowledge gained from enquiry work to make predictions they can investigate using comparative and fair tests. 	
<p>Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</p>	<ul style="list-style-type: none"> In their conclusions, children: identify causal relationships and patterns in the natural world from their evidence; identify results that do not fit the overall pattern; and explain their findings using their subject knowledge. They evaluate, for example, the choice of method used, the control of variables, the precision and accuracy of measurements and the credibility of secondary sources used. They identify any limitations that reduce the trust they have in their data. They communicate their findings to an audience using relevant scientific language and illustrations. 	
<p>Identifying scientific evidence that has been used to support or refute ideas or arguments</p>	<ul style="list-style-type: none"> Children answer their own and others' questions based on observations they have made, measurements they have taken or information they have gained from secondary sources. When doing this, they discuss whether other evidence e.g. from other groups, secondary sources and their scientific understanding, supports or refutes their answer. They talk about how their scientific ideas change due to new evidence that they have gathered. They talk about how new discoveries change scientific understanding. 	