



... plan and carry out a scientific enquiry to answer questions, including recognising and controlling variables where necessary. (Planning) ... record more complex data and results using scientific diagrams, labels, classification keys, table, scatter graphs, bar and line graphs. (Obtaining and presenting evidence)

... describe the changes as humans develop to old age.

time.

... describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.

... make a prediction with reasons. (Planning)

... use test results to make predictions to set up comparative and fair tests. (Planning)

The Year 5 Scientist How well can I ...

... present a report of my findings through writing, display and presentation. (Considering and evaluating)

... use a graph to answer scientific questions. (Considering and evaluating) ... describe the life cycles of common plants.

... use basic ideas of inheritance, variation and adaptation to describe

how living things have changed over

... identify the reproductive processes of some animals.

... explore the work of wellknown naturalists and animal behaviourists? (David Attenborough and Jane Goodall).

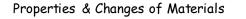
... take repeat readings when appropriate. (Obtaining and presenting evidence)

... take measurement using a range of

accuracy and precision. (Obtaining and

scientific equipment with increasing

presenting evidence)



Earth & Space



... compare and group together ... describe changes using ... identify and explain the ... describe and explain the everyday materials on the scientific words (evaporation, movement of the Earth and movement of the Moon basis of their properties, condensation). other plants relative to the sun relative to the Earth. including hardness, solubility, in the solar system. transparency, conductivity (electrical and thermal), and ... use the terms 'reversible; and ... describe the sun, earth and response to magnets. 'irreversible'. moon as approximately spherical bodies. explain how seasons and the associated weather is ... explain how some materials created dissolve in liquid to form a ... use the idea of the earth's solution. rotation to explain day and night and the apparent movement of the sun across the sky. ... explain what happens when dissolving occurs. ... explain that unsupported objects fall towards the earth because of The Year 5 Scientist the force of gravity acting between How well can I ... ... use their knowledge of the earth and the falling object. solids, liquids and gases to decide and describe how mixtures might be separated, ... demonstrate that dissolving, mixing and ... identify the effects of air resistance including through filtering, changes of state are reversible changes. I can water resistance and friction that act sieving, evaporating. they explain that some changes result in the between moving surfaces. formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the ... give reasons based on evidence ... recognise that some mechanisms, action of acid on bicarbonate of soda? for comparative and fair tests for including levers, pulleys and gears, the particular uses of everyday allow a smaller force to have a materials, including metals, greater effect. wood and plastic.