Year 5	
Properties and changes of materials	• Compare and group together everyday materials based on evidence from comparative and fair tests, including their hardness, solubility, conductivity (electrical and thermal), and response to magnets. • Give reasons, based on evidence from comparative & fair tests, for uses of everyday materials, including metals, wood & plastic. • Understand how 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; through filtering, sieving and evaporating. • 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, oxidisation and the action of acid on bicarb
Earth and Space	• 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. • Understand that light appears to travel in straight lines.
Forces	• Describe magnets as having two poles. • Predict whether two magnets will attract or repel each other, depending on which poles are facing. • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth & the falling object. • Identify the effect of drag forces, such as air resistance, water resistance and friction that act between moving surfaces. • *Describe, in terms of drag forces, why moving objects that are not driven tend to slow down.* • *Understand that force and motion can be transferred through mechanical devices such as gears, pulleys, levers and springs.* • Understand that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.
Living Things and Their Habitats (Life Cycles)	• 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. • *Relate knowledge of plants to studies of all living things* • Construct and interpret a variety of food chains, identifying producers, predators and prey.
Animals inc Humans	• Describe the changes as humans develop to old age. **Unit Linked to SRE**
Working Scientifically Across UKS2	• Plan enquiries, including recognising and controlling variables where necessary. • Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work. • Take measurements, using a range of scientific equipment, with increasing accuracy and precision. • Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, bar and line graphs, and models. • Report findings from enquiries, oral and written explanations of results, explanations involving causal relationships, and conclusions. • Present findings in written form, displays and other presentations. • Use test results to make predictions to set up further comparative and fair tests. • Use simple models to describe scientific ideas, identifying evidence that has been used to support or refute ideas or arguments.