

Higher Bebington Junior School
Year 5 Science Overview

Autumn 1	Autumn 2	Spring One and Two	Summer 1	Summer 2
Forces and Magnets	Earth and Space (Materials	Humans (Young to old age)	Living things in their habitats
Working Scientifically				
<p>Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</p> <p>Recognise that some mechanisms including levers, pulleys and gears, allow a smaller force to have a greater effect.</p> <p>Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment with increasing accuracy and precision, take repeat</p>	<p>Describe the movement of the Earth, and other planets, relative to the sun in the solar system.</p> <p>Describe the movement of the moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon as approximately spherical bodies</p> <p>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>Report and present findings from enquires including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other</p>	<p>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.</p> <p>Recognise that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.</p> <p>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</p> <p>Demonstrate that dissolving, mixing and changes of state are reversible changes.</p> <p>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.</p>	<p>Animals, including humans describe the changes as humans develop to old age.</p> <p>Identify scientific evidence that has been used to support of refute ideas or arguments</p> <p>Report and present findings from enquires 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>	<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p>Living things and their habitats describe the process of reproduction in some plants and animals</p> <p>Identify scientific evidence that has been used to support of refute ideas or arguments</p> <p>Report and present findings from enquires 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>

<p>readings when appropriate.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Identify scientific evidence that has been used to support or refute ideas or arguments.</p>	<p>presentations.</p> <p>Record date and results of increasingly complexity using scientific diagrams and labels, classification</p> <p>Identify scientific evidence that has been used to support of refute ideas or arguments</p> <p>Take measurements, using a range of scientific equipment with increasing accuracy and precision, take repeat readings when appropriate</p>	<p>Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p> <p>Take measurements, using a range of scientific equipment with increasing accuracy and precision, take repeat readings when appropriate</p> <p>Record date and results of increasingly complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Use test results to make predictions to set up further comparative and fair tests.</p> <p>Report and present findings from enquires 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> <p>Identify scientific evidence that has been used to support of refute ideas or arguments</p>		<p>Plan different types of scientific enquires to answer questions, including recognising and controlling variables where necessary</p>
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