Weaver Primary School END POINTS – SCIENCE (YEAR 5)

Year 5				
BIOLOGY		**CHEMISTRY**	**PHYSICS**	
ANIMALS INCLUDING HUMANS	**LIVING THINGS & THEIR ENVIRONMENTS**	**MATERIALS**	**FORCES**	**EARTH & SPACE**
• Changes as humans develop from birth to old age	• Life cycles – plants & animals • Reproductive processes • Famous naturalists	• Compare properties of everyday materials • Soluble / dissolving • Reversible and irreversible substances	• Gravity • Friction • Forces and motion of mechanical devices	• Movement of the Earth and the planets • Movement of the Moon • Night and day
• I can describe the changes as humans develop to old age *Puberty – the vocabulary to describe sexual characteristics*	• I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird *Life cycle, reproduce, sexual, sperm, fertilises, egg, live young* • I can describe the life process of reproduction in some plants and animals *Metamorphosis, asexual, plantlets, runners, bulbs, cuttings*	• I can 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. *Thermal/electrical insulator/conductor* • I know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution. *Change of state, mixture, dissolve, solution, soluble, insoluble,* • I am able to use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. *Filter, sieve, evaporation* • I can give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic. • I can demonstrate that dissolving, mixing and changes of state are reversible changes. *reversible/non-reversible change* • I can 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 *burning, rusting*	• I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object *Force, gravity, Earth* • I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces *air resistance, water resistance, friction* • I recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. *mechanisms, simple machines, levers, pulleys, gears*	• I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system. *Earth, Sun, Moon, (Mercury, Jupiter, Saturn, Venus, Mars, Uranus, Neptune), spherical, solar system, planets, star* • I can describe the movement of the Moon relative to the Earth. *Rotates, orbit* • I can describe the Sun, Earth and Moon as approximately spherical bodies. *Spherical* • I can use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. *Orbit, rotates*