

## Science Overview - Year 5

	Autumn 1 - Earth and Space	Autumn 2 - Living Things and their Habitats	Spring 1 - Animals, including humans	Spring 2 - Properties and Changes of Materials	Summer 1 - Forces	Summer 2 - Forces
Year 5	<p>Describe the movement of the Earth and other planets in relation to the Sun.</p> <p>Describe the movement of the Moon relative to the Earth.</p> <p>Describe the Sun, Earth and Moon as spherical bodies.</p> <p>Explain day and night.</p> <p><b>Pupils might work scientifically by:</b></p> <p>Identifying scientific evidence that has been used to</p>	<p>Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird.</p> <p>Describe the life process of reproduction in some plants and animals.</p> <p><b>Pupils might work scientifically by:</b></p> <p>Recording data and results of increasing complexity.</p>	<p>Describe the changes as humans develop to old age.</p> <p><b>Pupils might work scientifically by:</b></p> <p>Reporting and presenting findings from enquiries.</p>	<p>Know that some materials will dissolve in liquid to form a solution.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>Give reasons for the particular uses of everyday materials.</p> <p>Demonstrate understanding of reversible and irreversible changes.</p> <p><b>Pupils might work scientifically by:</b></p> <p>Planning different types of scientific</p>	<p>Explain that an unsupported object falls towards the Earth due to 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><b>Pupils might work scientifically by:</b></p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>	<p>Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.</p> <p><b>Pupils might work scientifically by:</b></p> <p>Using test results to make predictions to set up further comparative and fair tests.</p>



	support or refute ideas or arguments.			enquiries to answer questions, including recognising and controlling variables where necessary.		
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