




Year 5 Science Assessment

Pupil 	Working Scientifically	Teachers		
		Working towards	Achieved	Exceeded
	Predicting: Ask relevant questions and use different types of scientific enquiries to answer them.			
	Planning/Experimenting: Set up simple practical enquiries, comparative and fair tests.			
	Observing/Measuring: Make organised and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.			
	Data Handling/Recording: Gather, record, classify and present data in a variety of ways to help in answering questions. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.			
	Concluding: Report on findings from enquiries, use results to draw simple conclusions, and ask further questions.			
	Evaluation: Reflect on the investigation, make predictions for new values, and suggest improvements			
	Living things and their habitats			
	I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.			
	I can describe the life process of reproduction in some plants and animals.			
	Animals including humans			
	I can describe the changes as humans develop to old age.			
	Properties and change of materials			
	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.			
	I understand that some materials will dissolve in liquid to form a solution.			
	I can describe how to recover a substance from a solution e.g. getting the instant coffee back out of a mug of coffee.			
	I can use my knowledge of solids, liquids and gases to decide how mixtures might be separated, including filtering, sieving and evaporating.			
	Give reasons, based on evidence from comparison and fair tests, for the particular uses of materials, including metals, wood and plastic.			
	I can demonstrate that dissolving, mixing and changes of state are reversible changes.			
	I can explain that some changes make new materials that irreversible, including changes associated with burning and the action of acid on bicarbonate of soda.			
	Earth and space			
	I can describe the movement of the Earth, and other planets, relative to the Sun in the solar system.			
	I can describe the movement of the Moon relative to the Earth.			
	I know the Sun, Earth and Moon are approximately 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.			
	Forces			
	I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.			
	I can identify the effects of air resistance.			
	I can identify the effects of water resistance.			
	I can identify the effects of friction between moving surfaces.			
	I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.			

