

Science Assessment Guidance

Statements highlighted in yellow refer to our end of key stage 'pupil can' assessment statements.

Year 5 Science Assessment Record

To judge that a pupil is working at the expected standard in science, teachers need to have evidence which demonstrates that the pupil meets **all** of the 'working scientifically' statements and **all** of the 'science content' taught in the final year of the key stage. Where possible, teachers should draw on assessments that have been made earlier in the key stage to make their judgement against this framework.

Working Scientifically: working at the expected standard (UKS2 NC requirements)

planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary

taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate

recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs

using test results to make predictions to set up further comparative and fair tests

reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments

Science Content: working at the expected standard (Y5 NC requirements)

describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (Y5 Living Things)

describe the life process of reproduction in some plants and animals (Y5 Living Things)

describe the changes as humans develop to old age (Y5 Animals)

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 (Y5 Materials)

know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution (Y5 Materials)

use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating (Y5 Materials)

give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (Y5 Materials)

demonstrate that dissolving, mixing and changes of state are reversible changes (Y5 Materials)

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 (Y5 Materials)

describe the movement of the Earth, and other planets, relative to the Sun in the solar system (Y5 Earth & Space)

describe the movement of the Moon relative to the Earth (Y5 Earth & Space)

describe the Sun, Earth and Moon as approximately spherical bodies (Y5 Earth & Space)

use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Y5 Earth & Space)

explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (Y5 Forces)

identify the effects of air resistance, water resistance and friction, that act between moving surfaces (Y5 Forces)

recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (Y5 Forces)