



Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

**SCIENCE
PROGRESSION MAP**



Year 5			
	AUTUMN TERM	SPRING TERM	SUMMER TERM
	<p>Earth & Space</p> <p>'Material World' Properties & Changes of Materials</p>	<p>'Circle of Life' Living Things & their Habitats</p> <p>'Let's Get Moving' Forces</p>	<p>'Growing Up & Growing Old' Animals including Humans</p>
Doman	Progression Statement		
Biology		<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>Describe the changes as humans develop to old age</p>
Chemistry	<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>Know 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>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>Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</p>		
Physics	<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>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>	
Working Scientifically	<p>With prompting, plan different types of scientific enquiries to answer questions</p> <p>With prompting, recognise and control variables where necessary</p> <p>Select, with prompting, and use appropriate equipment to take readings</p> <p>Take precise measurements using standard units</p> <p>Take and process repeat readings</p> <p>Record data and results</p> <p>Record data using labelled diagrams, keys, tables and charts</p> <p>Use line graphs to record data</p> <p>Report and present findings from enquiries, including conclusions and, with prompting, suggest causal relationships</p> <p>With support, present findings from enquiries orally and in writing</p> <p>With prompting, identify that not all results may be trustworthy</p>		

	Suggest how evidence can support conclusions Suggest further comparative or fair tests
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Year group long-term overview (with statutory requirements) and subject progression map (above) to be used together to inform medium term planning.