



# Willow Fields Primary School - Science APP Assessment 5

<p><b><u>Working scientifically</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Plan different types of scientific enquiries to answer questions</li> <li>Recognise and control variables where necessary</li> <li>Taking measurements, using a range of scientific equipment, with increasing accuracy and precision</li> <li>Repeat readings where appropriate</li> <li>Recording data and results of increasing complexity using scientific diagrams and labels, classifications keys, tables, scatter graphs, bar and line graphs</li> <li>Make predictions based on a question</li> <li>Set up further comparative and fair tests.</li> <li>Report and present findings from enquiries, including conclusions, causal</li> </ul>	<p><b><u>Living things and their habitats</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Understand what a mammal is</li> <li>Understand what an amphibian is</li> <li>Understand what a bird is</li> <li>Understand what an insect is</li> <li>Describe how a lifecycle goes from birth to death</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Understand what is meant by reproduction</li> <li>Describe the life processes of reproduction in some plants and animals</li> </ul> <p><b><u>Animals including humans</u></b> <b><u>Children can -</u></b></p> <ul style="list-style-type: none"> <li>Know that people change as they get older</li> <li>Describe the changes as humans develop to old age</li> <li>Draw a timeline to show the stages and development of humans as they get older</li> <li>Talk about some of the</li> </ul>	<p><b><u>Earth and Space</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Describe the movement of the Earth and other planets relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth.</li> <li>Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>Use the idea of the Earth's rotation to explain day and night and the apparent movement of the Sun across the sky.</li> <li>Talk about gravity and its effect</li> <li>Know the names of the planets in the solar system</li> <li>Name the planets in the solar system in order</li> </ul>	<p><b><u>Forces-</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Explain that unsupported objects fall towards Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Describe the effects of air resistance</li> <li>Describe the effects of water resistance</li> <li>Describe the effects of friction</li> <li>Identify where friction is used in the everyday world</li> <li>Identify ways that friction can be increased or decreased</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect</li> </ul>	<p><b><u>Uses of everyday materials /States of matter</u></b> <b><u>Children can-</u></b></p> <ul style="list-style-type: none"> <li>Compare and group together everyday materials on the basis of their properties</li> <li>Group materials based on their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.</li> <li>Know that some materials will dissolve in liquid to form a solution Name and describe how to recover a substance from a solution</li> <li>Use a filter to separate materials</li> <li>Use evaporation to separate materials in a solution</li> <li>Use knowledge of solids, liquids and gases to decide how mixtures might be separated</li> <li>Give reasons why materials are used for specific purposes</li> <li>Demonstrate that dissolving, mixing and changes of state are reversible changes</li> </ul>



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<p>relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations.</p> <ul style="list-style-type: none"><li>• Identifying scientific evidence that has been used to support or refute ideas or arguments</li><li>• Identify scientific evidence which does not support their findings</li></ul>	<p>changes that occur during puberty</p>			<ul style="list-style-type: none"><li>• 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</li></ul>
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