



# Year 5 Deeper Learning

I can identify and manage variables.

I can answer questions using evidence gathered from different types of scientific enquiry.

## Working Scientifically Planning

I can use line graphs to display complex data.

I can use various ways, as appropriate, to record complex evidence.

I can use labelled diagrams to show complex outcomes.

I can identify situations in which taking repeat readings will improve the quality of evidence

I can consider how by modifying instrument or technique , measurements can be improved.

I can use appropriate equipment, such as meter rule, to take measurements, such as distance travelled.

## Working Scientifically Recording evidence

I can use evidence to suggest further comparative or fair tests that would develop the investigation.

I can identify how an idea is supported or refuted by evidence.

I can, in conclusions, indicate how trustworthy they are.

I can display and present key findings from enquiries orally and in writing.

I can write a conclusion using evidence and identifying causal links.

## Working Scientifically Findings and Conclusions

I can compare the process of reproduction in animals and plants, e.g. compare and contrast fertilisation.

I can suggest why some of the changes that take place in humans happen, e.g. suggest why babies have disproportionately large heads compared to adults.

I can suggest similarities in the life cycles of a number of vertebrates, e.g. comparison of dog, human and bird embryos.

## Biology

I can suggest limitations of the uses of selected materials based on test results.

I can provide examples of when changes being irreversible are a good thing, e.g. making bricks, or not, e.g. non-biodegradable plastic bags.

I can classify various processes relating to materials as reversible or irreversible.

I can explain why a particular separation method might be more effective.

I can identify that some soluble materials are more soluble than others.

I can suggest why those properties might influence the selection of those materials for certain uses.

## Chemistry

I can explain the effect of a planet in the solar system rotating at a different rate to Earth.

I can recognise that many heavenly bodies are approximately spherical.

I can relate the Moon's orbit of the Earth to the Earth's orbit of the Sun.

I can identify that the further out a planet is, the longer its orbit is around the Sun.

I can explain, with reference to everyday contexts, why a force multiplier might be useful.

I can identify ways in which forces that oppose motion may be useful (e.g. bicycle handlebar grips) or a nuisance (e.g. bicycle chain).

I can recognise that gravity acts between all masses, e.g. the Sun and the Earth.

## Physics