

|                                                                                                                                                                                                                | <b>Year 5<br/>Forces</b> | <b>Year 5<br/>Properties of<br/>materials</b> | <b>Year 5<br/>Changes of<br/>materials</b> | <b>Year 5<br/>Animals, including<br/>humans</b> | <b>Year 5<br/>Earth and space</b> | <b>Year 5<br/>Living things and<br/>their habitats</b> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-----------------------------------------------|--------------------------------------------|-------------------------------------------------|-----------------------------------|--------------------------------------------------------|
| Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                                                                              |                          |                                               |                                            |                                                 |                                   |                                                        |
| Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                                                                      |                          |                                               |                                            |                                                 |                                   |                                                        |
| Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                                                        |                          |                                               |                                            |                                                 |                                   |                                                        |
| Use test results to make predictions to set up further comparative and fair tests                                                                                                                              |                          |                                               |                                            |                                                 |                                   |                                                        |
| Report and present 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 |                          |                                               |                                            |                                                 |                                   |                                                        |
| Identify scientific evidence that has been used to support or refute ideas or arguments                                                                                                                        |                          |                                               |                                            |                                                 |                                   |                                                        |

|                                                                                                                                                                                                                | <b>Year 6<br/>Electricity</b> | <b>Year 6<br/>Light</b> | <b>Year 6<br/>Animals, including<br/>humans</b> | <b>Year 6<br/>Living things and<br/>their habitats</b> | <b>Year 6<br/>Evolution and<br/>inheritance</b> | <b>Year 6<br/>Looking after the<br/>environment</b> |
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| Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary                                                                              |                               |                         |                                                 |                                                        |                                                 |                                                     |
| Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate                                                                      |                               |                         |                                                 |                                                        |                                                 |                                                     |
| Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs                                                        |                               |                         |                                                 |                                                        |                                                 |                                                     |
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| Identify scientific evidence that has been used to support or refute ideas or arguments                                                                                                                        |                               |                         |                                                 |                                                        |                                                 |                                                     |