**SPRING – Properties of and Changes to Materials**

**Know the different ways mixtures can be separated giving examples such as filtering, sieving and evaporating**

**Explain what a solution is and how to recover a substance from one i.e boiling salt water to evaporate the water and leave salt.**

**Give examples of reversible and irreversible changes saying why they can or cannot be reversed.**

**SUMMER - Living Things and Habitats Animals including Humans**

**To know what reproduction is and why animals and plants reproduce.**

**Know and explain that most plants and animals have 3 basic stages to their life cycle and insects have 4 stages.**

**Name the different stages of a human lifecycle with some explanation about each stage.**

**Autumn 1 – FORCES**

**All forces are a push, pull or twist.**

**Know that Gravity is a force that pull everything to the centre of the Earth.**

**Know that Friction is when two surfaces move in the opposite directions thus creating heat.**

**Name and explain other forces such as air resistance and buoyancy.**



**Rossington St. Michael’s**

**C of E Primary School.**

**‘Sticky Knowledge’ Mat**

**Year 5**

**Autumn 2 – SPACE**

**Order the Earth, Sun and Moon in size.**

**Know that it takes a year (365.25 days) for the Earth to orbit the Sun.**

**Know that it takes a month (lunar month 28 days) to orbit the Earth.**

**Explain how we get day and night.**

**Explain that the month reflects the Sun’s light and why it seems to change shape in the sky during each month.**

**Disciplinary Knowledge – Working Scientifically**

**Make predictions based on scientific knowledge. Suggest method of testing with clear reference to fair testing.**

**Suggest how to collect evidence and what equipment will be needed for this. Carry out fair tests explaining why they are fair. Communicate findings in different ways.**

**Explain why observations and measurements need to be repeated. Identify trend and patterns observed offering explanations for these.**

**Communicate findings in tables, charts and graphs beginning to use ICT. Draw conclusions using appropriate scientific language. Suggests improvements for future experiments giving reasons**

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