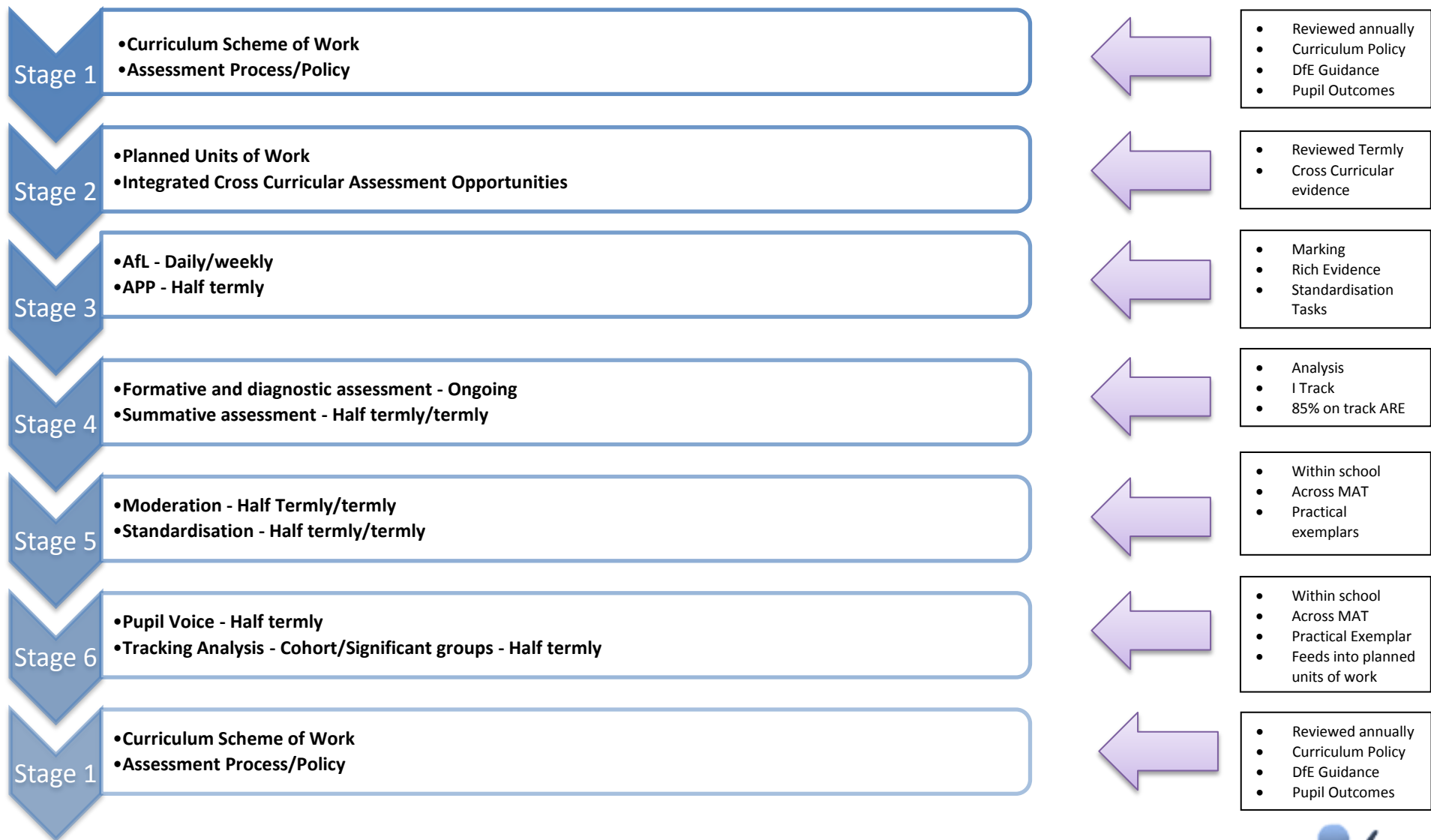




An Daras Multi Academy Trust

Assessing Pupil Progress – Science (Y5)

Integrated Curriculum Scheme of Learning - 2016	
Document:	ADMAT Assessing Pupil Progress (APP)
National Curriculum Subjects:	Science
Year Group:	Year 5
Agreed and Approved:	January 2016
Leader Review Dates:	January 2017
Related Documents and Guidance:	National Curriculum 14/15 Dimensions Skill Ladders 14 Science Scheme of Learning 15 ADMAT Non-Negotiable 14 Progression Frameworks for Science Science Policy 15



ADMAT/ARE Year 5 Science		Pupil Name:	Term 1	Term 2	Term 3	Are Related Expectation Key:	NE = Not Enough Evidence EM = Emerging TI = Towards Independence EXP = Expected EXP+ = Expected Plus EXC = Exceeding								
Class Teacher:															
A/Working scientifically				B/Biology				C/Chemistry				D/Physics			
A1. Plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary				B1. Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird				C1. 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				D1. Describe the movement of the Earth, and other planets, relative to the Sun in the solar system			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A2. Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate				B2. Describe the life process of reproduction in some plants and animals				C2. Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution				D2. Describe the movement of the Moon relative to the Earth			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A3. Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs				B3. Describe the changes as humans develop to old age				C3. Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating				D3. Describe the Sun, Earth and Moon as approximately spherical bodies			
EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A4. Use test results to make predictions to set up further comparative and fair tests								C4. Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic				D4. Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky			
EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A5. Report and present findings from enquiries, including conclusions, causal relationships and explanations of and								C5. Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible,				D5. Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the			

degree of trust in results, in oral and written forms such as displays and other presentations								including changes associated with burning and the action of acid on bicarbonate of soda				falling object			
EM 1	TI 2	EXP 3	EXC 4					EM 1	TI 2	EXP 3	EXC 4	EM 1	TI 2	EXP 3	EXC 4
A6. Identify scientific evidence that has been used to support or refute ideas or arguments												D6. Identify the effects of air resistance, water resistance and friction, that act between moving surfaces			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4
												D7. Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect			
EM 1	TI 2	EXP 3	EXC 4									EM 1	TI 2	EXP 3	EXC 4