National Curriculum-Progression in Science	**VOCABULARY**	**YEAR FIVE**
Knowledge	Vocabulary Yellow - words most children will already know Green - new vocabulary to teach and assess against Blue - aspirational vocabulary	Specifics (e.g. which animals/plants are you focusing on?)
Living things and their Habitats LT1 describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird LT2 describe the life process of reproduction in some plants and animals.	Insect, Bird, Mammal,Amphibian, Animal, Plant, Lifecycle, Young, Parent, seed, pollen Offspring, reproduction, species, metamorphosis, stamen, stigma, filament, style, ovary, pollination, sexual/asexual, reproduction, gestation, germination, seed disperasal botanical, parasitic	Butterfly Frog Fairy wasp Snail Bees
Animals, including Humans AIH 1 describe the changes as humans develop to old age.	, Baby, Toddler, Teenager, Young, Elderly, Growth, Foetus, Embryo, Womb, Development, Puberty, Gestation Chromosomes, Fallopian tubes	

<u>Properties and changes of materials</u> PM1 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 PM2 know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution PM3 use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating PM4 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic PM5 demonstrate that dissolving, mixing and changes of state are reversible changes PM6 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.	Hardness, Dissolving Magnetic Mixing, burning, sieving, liquid, vinegar, salt separate, Solubility, Solution, Soluble, Transparency, Conductivity, Filter, Evaporation, Condensation, Reversible and irreversible changes, bicarbonate of soda Distillation, chemical reaction, combustion	

<u>Earth and Space</u> ES1 describe the movement of the Earth, and other planets, relative to the Sun in the solar system ES2 describe the movement of the Moon relative to the Earth ES3 describe the Sun, Earth and Moon as approximately spherical bodies ES4 use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Earth, Sun, Moon, Day, Night, star, planets, shadow Axis, Rotation,rotate, Phases of the Moon,constellation, sphere, names of planets, axis, orbit, universe celestial body, asteriods, satellite	
<u>Forces</u> F1 explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object F2 identify the effects of air resistance, water resistance and friction, that act between moving surfaces F3 recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	Force, push, pull, surface Air resistance, Water resistance, Friction, Gravity, Newton, Gears, Pulleys, Levers, accelerate decelerate	