



Reinwood Junior School Key Assessment Criteria

Year 5 - Science (Biology)	Year 5 - Science (Chemistry & Physics)	Year 5 - Working Scientifically
<p>Biology -Living things and their habitats I can:</p> <ul style="list-style-type: none"> •recognise that living things can be grouped in a variety of ways •put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals. •put invertebrates into snails and slugs, worms, spiders, and insects. •recognise that plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses. •use classification keys to group, identify and name living things in their local and wider environment. •observe and research animals in the local environment. •describe how changes to an environment could endanger living things. <p>Biology - Animals, Including Humans I can:</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans. • identify the different types of teeth in humans and their simple functions. • compare the teeth of carnivores and herbivores, and suggest reasons for differences. • find out what damages teeth and how to look after them. • interpret a variety of food chains, identifying producers, predators and prey. • construct a variety of food chains, identifying producers, predators and prey. 	<p>Chemistry - Properties and changes of materials I can:</p> <ul style="list-style-type: none"> •compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets). •describe how a material dissolves to form a solution; explaining the process of dissolving. •describe and show how to recover a substance from a solution. •use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating •demonstrate that dissolving, mixing and changes of state are reversible changes •explain how some changes result in the formation of a new material and that this is usually irreversible. •explain the changes associated with burning and the action of acid on bicarbonate of soda. •give evidenced reasons why materials should be used for specific purposes. <p>Physics - Earth and Space I can:</p> <ul style="list-style-type: none"> •describe and explain the movement of the Earth and other planets relative to the Sun in the solar system. •describe what makes up our solar system. •describe what a moon is. •describe and explain the movement of the Moon relative to the Earth. •use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. •describe the Sun, Earth and Moon (using the term spherical). 	<p>I can:</p> <ul style="list-style-type: none"> •plan different types of scientific enquiry. •control variables in an enquiry. •measure accurate and precisely using a range of equipment. •record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. •use the outcome of test results to make predictions and set up a further comparative fair test. •report findings from enquiries in a range of ways. •explain a conclusion from an enquiry. •explain causal relationships in an enquiry. •relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory. •read, spell and pronounce scientific vocabulary accurately.