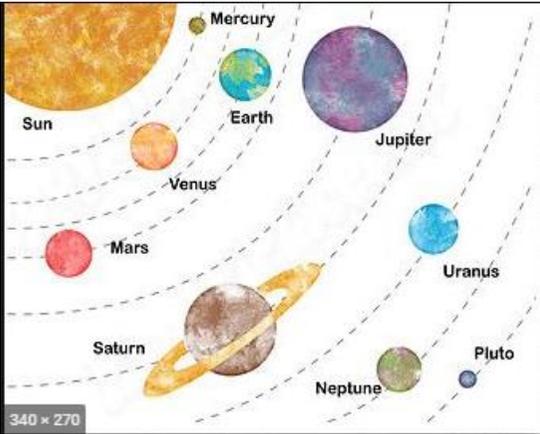


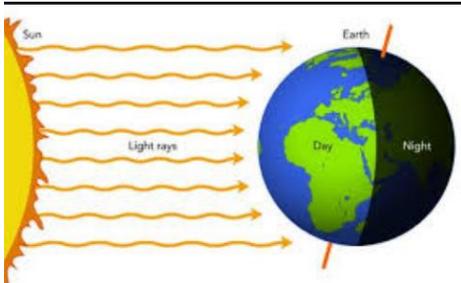
What I should already be able to do

- Describe changes across the four seasons.
- Describe weather associated with the seasons and how day length varies

Important Diagrams



Our Solar System



day and night

Key Vocabulary	
Solar systems	The sun and everything that orbits around it
Planets	A large object, mainly spherical, that orbits a star
Dwarf planets	Like a planet but smaller!
Star	A giant ball of gas held together by its own gravity
Moon	A natural satellite which orbits a planet
Earth	The planet we live on
Sun	The star that Earth, and other planets in our solar system orbit. It is the closest star to Earth.
Rotate	To spin
Orbit	To move in a regular repeating curved path around another object
Axis	An imaginary line that something rotates around
Spherical	The shape of a sphere
Night	When the Earth's rotation causes countries to be facing away from the Sun's rays and therefore in darkness
Day	When the Earth's rotation causes countries to be facing the Sun's rays and therefore in light
Satellite	Any object In space that orbits something else

Scientific Knowledge and Conceptual Understanding

- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky

At Year 5, pupils should be gaining independence in drawing conclusions based on their data and observations, using evidence to justify their ideas and using their scientific knowledge to explain their findings. 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.

Identifying scientific evidence that has been used to support or refute ideas or arguments (including showing how thinking about science has changed over time).

<p><u>Investigative Skills – Enquiry</u></p> <p>At Year 5, the expectation is that pupils are developing independence in selecting the most appropriate ways to answer science questions.</p> <ul style="list-style-type: none"> • use their science experiences to raise different kinds of questions within scientific topics <p>plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</p>	<p><u>Investigative Skills – Collecting Data</u></p> <p>take measurements independently, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</p>
<p><u>Investigative Skills – Recording</u></p> <p>Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables (including more complex Venn and Carroll diagrams), scatter graphs (e.g. for height and weight comparisons), bar and line graphs</p>	<p><u>Investigative Skills – Concluding</u></p> <p>At Year 5, pupils should be gaining independence in drawing conclusions based on their data and observations, using evidence to justify their ideas and using their scientific knowledge to explain their findings.</p> <ul style="list-style-type: none"> • 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 • identifying scientific evidence that has been used to support or refute ideas or arguments (including showing how thinking about science has changed over time).