

OBJECTIVES and CHILD SPEAK TARGETS

SCIENCE Key Stage 2 Year 5, 6

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y5,6	Working Scientifically			
KS 2 Y5,6	Working Scientifically	Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.	<i>I can plan scientific experiments to answer questions, including listing the variables in the test and stating which one variable will remain constant.</i>	
KS 2 Y5,6	Working Scientifically	Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	<i>I take measurements very accurately and repeat my measurements to improve my accuracy too.</i>	
KS 2 Y5,6	Working Scientifically	Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	<i>I can use and explore a range of graphs and charts such as scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</i>	
KS 2 Y5,6	Working Scientifically	Using test results to make predictions to set up further comparative and fair tests.	<i>I look at experiment test results and make predictions to answer further scientific questions or refine tests to make them fairer.</i>	
KS 2 Y5,6	Working Scientifically	Reporting and presenting 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.	<i>I can explain my conclusions in detail using a report or graph to describe the key evidence to support my answers and highlight the specific causes of the outcomes of my experiment.</i>	
KS 2 Y5,6	Working Scientifically	Identifying scientific evidence that has been used to support or refute ideas or arguments.	<i>I support an argument using specific scientific evidence.</i>	

SCIENCE Key Stage 2 Year 5

Key Stage	Strand	Objective	Child Speak Target	Notes
KS 2 Y5	Living Things Habitats			
KS 2 Y5	Living Things Habitats	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.	<i>I can speak about the different life cycles of mammals, amphibians, insects and birds.</i>	
KS 2 Y5	Living Things Habitats	Describe the life process of reproduction in some plants and animals.	<i>I can describe the process of reproduction in some plants and animals.</i>	
KS 2 Y5	Animals			
KS 2 Y5	Animals	Describe the changes as humans develop to old age.	<i>I know the stages of change as humans develop to old age.</i>	
KS 2 Y5	Properties of Materials			
KS 2 Y5	Properties of Materials	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.	<i>I can group together everyday materials based their properties such as their hardness, solubility, transparency, conductivity (electrical and heat), and magnetism.</i>	
KS 2 Y5	Properties of Materials	Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.	<i>I know that some materials will dissolve in liquid to form a solution, and I can describe how to recover a substance from a solution.</i>	
KS 2 Y5	Properties of Materials	Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.	<i>I can decide how mixtures might be separated, choosing from filtering, sieving and evaporating by looking at the materials that need to be separated.</i>	
KS 2 Y5	Properties of Materials	Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.	<i>I can describe why some materials are used for a specific purpose, such as glass for windows or copper for wires.</i>	
KS 2 Y5	Properties of Materials	Demonstrate that dissolving, mixing and changes of state are reversible changes.	<i>I can describe how dissolving, mixing and changes of state are reversible changes.</i>	
KS 2 Y5	Properties of Materials	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.	<i>I understand that some changes to materials, where new materials are formed, are not reversible, such as the burning or cooking of materials.</i>	
KS 2 Y5	Earth Space			
KS 2 Y5	Earth Space	Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.	<i>I know how the Earth and other planets move around the solar system.</i>	
KS 2 Y5	Earth Space	Describe the movement of the Moon relative to the Earth.	<i>I can describe how the Moon moves around the Earth.</i>	
KS 2 Y5	Earth Space	Describe the Sun, Earth and Moon as approximately spherical bodies.	<i>I know that the Sun, Earth and Moon are approximately spherical in shape.</i>	
KS 2 Y5	Earth Space	Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	<i>I know that day and night occur as the Earth rotates.</i>	

KS 2 Y5	Forces			
KS 2 Y5	Forces	Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.	<i>I can describe the force of gravity to explain why objects fall.</i>	
KS 2 Y5	Forces	Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.	<i>I know that air resistance, water resistance and friction all act on objects to slow them down.</i>	
KS 2 Y5	Forces	Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.	<i>I know that levers, pulleys and gears can turn a small force into a greater force.</i>	