An Daras
Multi Academy Trust

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

Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes
Stage 2	•Planned Units of Work •Integrated Cross Curricular Assessment Opportunities	• Reviewed Termly • Cross Curricular evidence
Stage 3	•AfL - Daily/weekly •APP - Half termly	• Marking • Rich Evidence • Standardisation Tasks
Stage 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	• Analysis • I Track • 85% on track ARE
Stage 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	• Within school • Across MAT • Practical exemplars
Stage 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	• Within school • Across MAT • Practical Exemplar • Feeds into planned units of work
Stage 1	•Curriculum Scheme of Work •Assessment Process/Policy	• Reviewed annually • Curriculum Policy • DfE Guidance • Pupil Outcomes

ADMAT/ARE Year 5 Science	Pupil Name: Class Teacher:	**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

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**