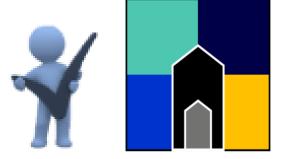
An Daras Multi Academy Trust



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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

age 1	•Curriculum Scheme of Work •Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
age 2	Planned Units of Work Integrated Cross Curricular Assessment Opportunities	 Reviewed Termly Cross Curricular evidence
age 3	•AfL - Daily/weekly •APP - Half termly	 Marking Rich Evidence Standardisation Tasks
age 4	•Formative and diagnostic assessment - Ongoing •Summative assessment - Half termly/termly	 Analysis I Track 85% on track ARE
age 5	•Moderation - Half Termly/termly •Standardisation - Half termly/termly	 Within school Across MAT Practical exemplars
age 6	•Pupil Voice - Half termly •Tracking Analysis - Cohort/Significant groups - Half termly	 Within school Across MAT Practical Exemplar Feeds into planned units of work
age 1	•Curriculum Scheme of Work •Assessment Process/Policy	 Reviewed annually Curriculum Policy DfE Guidance Pupil Outcomes
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ADMAT/ARE Year 5 Science		Pupil Name Class Teach		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/Workin	g scientif	ically		B/Biology				C/Chemist	try		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
	and precis	nt, with incre sion, taking r ropriate EXP 3	-	in some pla EM 1	ants and ani TI 2	EXP 3	EXC 4			ution, and de tance from a EXP 3	relative to EM 1	the Earth 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. Describ to old age	e the chang	ges as humar	ns develop	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	ТI 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
		to make pre						comparati uses of ev	ve and fair t	ed on eviden ests, for the erials, includ stic	particular	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
-	including	sent findings conclusions xplanations (, causal					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							-	-	ociated with on bicarbor	-	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					i						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
								including					ognise that some mechanisms, g levers, pulleys and gears, allow a force to have a greater effect		
												EM 1	TI 2	EXP 3	EXC 4