

What your child will learn in Grade 5

Grade 5 science asks your child to look closely at the physical world, the living world, and the tools scientists use to study both. Here is what that looks like across the year. [See the curriculum.](#)

Science

Your child will investigate matter, the stuff everything is made of, to understand its properties and how it behaves. At the dinner table you might hear about how ice, water, and steam are all the same substance in different forms. [See the curriculum.](#)

Alongside matter, your child will explore energy and how it moves and changes things around us. This might come up as talk about heat, light, or motion, and how one kind of energy can turn into another. [See the curriculum.](#)

Your child will also study Earth systems, looking at how parts of the natural world interact with each other. Weather, water, and landforms are the kinds of things that fit here. [See the curriculum.](#)

Living systems round out the picture of the natural world, with a look at how living things function and depend on their surroundings. Expect conversations about plants, animals, or habitats. [See the curriculum.](#)

Space is part of the picture too, extending your child's understanding beyond Earth to the wider natural world. Questions about the sun, moon, or stars fall under this idea. [See the curriculum.](#)

Computer science rounds out the year, building problem-solving skills through creativity, design, and computational thinking. This is less about memorizing facts and more about learning to plan, test, and improve an idea, much like following a recipe and adjusting it. [See the curriculum.](#)

Running through everything is training in scientific methods, the fair and careful ways scientists test ideas so personal opinions do not get in the way of the results. Your child will practice asking questions and checking their thinking rather than just guessing. [See the curriculum.](#)

How to help at home

Matter

- Freeze water into ice cubes and let them melt on the counter, then ask your child to describe what changed and what stayed the same. [See the curriculum.](#)
- Sort items in the kitchen or toy box by what they are made of, such as metal, plastic, or wood, and talk about why each material suits its job. [See the curriculum.](#)

Energy

- Ask your child to spot examples of energy changing form around the house, like a toaster turning electricity into heat or a bike turning pedaling into motion. [See the curriculum.](#)
- Feel the difference between a sunny windowsill and a shaded corner, then talk about where that warmth comes. [See the curriculum.](#)

Earth Systems

- Watch the weather together for a week and ask your child to notice patterns, like clouds building up before rain. [See the curriculum.](#)
- Look at a puddle, a stream, or a local pond and talk about how water moves from place to place. [See the curriculum.](#)

Living Systems

- Take a walk and ask your child to point out signs that a plant or animal is suited to where it lives, such as a squirrel's claws or a cactus's thick skin. [See the curriculum.](#)
- Care for a houseplant or pet together and talk about what it needs to stay healthy. [See the curriculum.](#)

Space

- Step outside on a clear night and ask your child to point out the moon's shape, then check again a few nights later to talk about how it changes. [See the curriculum.](#)
- Talk about why it gets light and dark each day, using a flashlight and a ball to show how Earth turns. [See the curriculum.](#)

Computer Science

- Give your child a simple problem, like organizing a shelf or planning a snack, and ask them to break it into small steps before starting. [See the curriculum.](#)
- Try a building or coding game together and encourage your child to test an idea, see what happens, and improve it. [See the curriculum.](#)

Scientific Methods

- When your child makes a claim, like "this ball bounces higher," ask how they could test it fairly. [See the curriculum.](#)
- Encourage your child to write down what they expect to happen before trying something, then compare it with what actually happened. [See the curriculum.](#)