# Federation of St. Cuthbert's and St. Sebastian's Catholic Primary Schools

## SCIENCE : CURRICULUM : LONG TERM PLAN

### RETURN AND REVIEW

Assessment of retained knowledge, understanding and skills (Summer Term)

| | AUTUMN TERM | SPRING TERM | SUMMER TERM |
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| Y1 | ***Animals including Humans***<br>Revisited Knowledge<br>• Identify, name, draw & label the basic parts of the human body.<br>• Name which part of the body is associated with each sense.<br><br>***Animals including Humans***<br>Revisited Knowledge<br>• Identify & name a variety of common animals including fish, amphibians, reptiles, birds & mammals.<br>• Identify & name a variety of common animals that are carnivores, herbivores & omnivores. | ***Everyday materials***<br>Revisited Knowledge<br>• Describe the simple properties of a variety of everyday materials.<br>• Compare & group together a variety of everyday materials on the basis of their simple properties.<br><br>***Plants***<br>Revisited Knowledge<br>• Identify & name a variety of common wild and garden plants, including deciduous & evergreen trees.<br>• Identify and describe the basic structure of a variety of common flowering plants, including trees. | ***Seasonal Change***<br>Revisited Knowledge<br>• observe changes across the four seasons<br>• observe and describe weather associated with the seasons and how day length varies. |
| Y2 | ***Uses of Everyday Materials***<br>Revisited Knowledge<br>• Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.<br><br>***Living Things and Their Habitats***<br>Revisited Knowledge | ***Uses of Everyday Materials***<br>Revisited Knowledge<br>• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.<br><br>***Animals Including Humans***<br>Revisited Knowledge | ***Plants***<br>Revisited Knowledge<br>• Describe how seeds and bulbs grow into mature plants.<br>• Describe how plants need water, light and a suitable temperature to grow and stay healthy. |

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| | • Describe how different habitats provide for the basic needs of different kinds of animals and plants.<br>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. | • Describe the basic needs of humans for survival (water, food and air).<br>• Describe the importance for humans of eating the right amounts of different types of food, and hygiene. | |
| Y3 | ***'Earth Rocks'***<br>*Rocks, Soils & Fossils*<br>*Revisited Knowledge*<br>• Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.<br>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock.<br><br>***'Food and our bodies'***<br>*Animals Including Humans*<br>*Revisited Knowledge*<br>• *Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food: they get nutrition from what they eat.*<br>• *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.* | ***'Mirror, mirror'***<br>*Light and Shadows*<br>*Revisited Knowledge*<br>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.<br>• Find patterns in the way that the sizes of shadows change.<br><br>***'How does your garden grow?'***<br>*Plants*<br>*Revisited Knowledge*<br>• *Identify and describe the functions of different parts of flowering plants: roots, stem / trunk, leaves and flowers.*<br>• *Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant* | ***'Opposites Attract'***<br>*Forces & Magnets*<br>*Revisited Knowledge*<br>• *Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.*<br>• *Predict whether two magnets will attract or repel each other, depending on which poles are facing.* |
| Y4 | ***'What's that sound?'***<br>*Sound*<br>*Revisited Knowledge*<br>• Identify how sounds are made, associating some of them with something vibrating. | ***'Looking at States'***<br>*States of Matter*<br>*Revisited Knowledge*<br>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). | ***'Power it up!'***<br>*Electricity*<br>*Revisited Knowledge*<br>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. |

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| | • Find patterns between the volume of a sound and the strength of the vibrations that produced it.<br><br>***'Living Things'***<br>*Living Things & Their Habitats*<br>*Revisited Knowledge*<br>• *Recognise that living things can be grouped in a variety of ways.*<br>• *Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.* | • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.<br><br>***'Teeth and Eating'***<br>*Animals Including Humans*<br>*Revisited Knowledge*<br>• Describe the simple functions of the basic parts of the digestive system in humans.<br>• Construct and interpret a variety of food chains, identifying producers, predators and prey. | • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. |
| Y5 | ***'Out of this World'***<br>*Earth & Space*<br>*Revisited Knowledge*<br>• Describe the movement of the Earth and other planets relative to the Sun in the Solar System.<br>• Describe the movement of the Moon relative to the Earth.<br><br>***'Material World'***<br>*Properties & Changes of Materials*<br>*Revisited Knowledge*<br>• Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.<br>• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. | ***'Circle of Life'***<br>*Living Things & Their Habitats*<br>*Revisited Knowledge*<br>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.<br>• Describe the life process of reproduction in some plants and animals.<br><br>***'Let's get Moving'***<br>*Forces*<br>*Revisited Knowledge*<br>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.<br>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. | ***'Growing Up and Growing Old'***<br>*Animals Including Humans*<br>Revisited Knowledge<br>• Describe the changes as humans develop to old age. |
| Y6 | ***'Classifying Living Things'***<br>*Living things and their habitats*<br>*Revisited Knowledge* | ***Evolution & Inheritance***<br>*Revisited Knowledge*<br>• Recognise that living things have changed over time and that fossils provide information about | **Electricity**<br>*Revisited Knowledge*<br>• Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. |

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| | • *Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals*<br>• *Give reasons for classifying plants and animals based on specific characteristics.*<br><br>***'Healthy Bodies'***<br>*Animals, including humans*<br>*Revisited Knowledge*<br>• Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.<br>• Describe the ways in which nutrients and water are transported within animals, including humans | living things that inhabited the Earth millions of years ago.<br>• Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.<br><br>***Light***<br>*Revisited Knowledge*<br>• Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.<br>• Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. | • Use recognised symbols when representing a simple circuit in a diagram. |