

# Science Knowledge long term plan

Year Group	Term 1 (7 weeks)	Term 2 (7 weeks)	Term 3 (6 weeks)	Term 4 (6 weeks)	Term 5 (6 weeks)	Term 6 (7 weeks)
EYFS	<p style="text-align: center;"><b><u>Progression towards: The Natural World ELG</u></b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>					
	<p><b>If you go down in the woods today</b></p> <ul style="list-style-type: none"> <li>• learn about Autumn and seasonal changes</li> <li>• know that horse chestnuts are the seeds that can grow into trees</li> <li>• name different bears and talk about similarities and differences</li> <li>• understand what 'nocturnal' means and name some nocturnal British animals</li> </ul>	<p><b>Me and My Community</b></p> <ul style="list-style-type: none"> <li>• learn the names of the main body parts and some basic organs: heart, lungs</li> <li>• understand that we can be healthy by eating healthy foods and exercising</li> <li>• learn that there are different environments such as city, town, countryside and that we live in the city Hull</li> </ul>	<p><b>Things that Go</b></p> <ul style="list-style-type: none"> <li>• learn about some basic materials when learning about vehicles and machines: plastic, metal, wood, glass</li> </ul>	<p><b>Dangerous Dinosaurs</b></p> <ul style="list-style-type: none"> <li>• learn the names of different dinosaurs and observe some similarities and differences between them</li> <li>• understand the terms 'carnivore' and 'herbivore' and know some dinosaurs that belong in these groups</li> <li>• explore what happens to ice and offer explanations for it melting- understand that it can turn back to ice if the water gets cold enough to freeze again</li> </ul>	<p><b>Marvellous Minibeasts</b></p> <ul style="list-style-type: none"> <li>• learn about different minibeasts: name them and observe their similarities and differences</li> <li>• learn that minibeasts living in different places, e.g. worms in the mud, ladybirds on plants</li> <li>• draw/paint different minibeasts</li> <li>• observe the lifecycle of the butterfly and name the stages within the cycle</li> </ul>	<p><b>Wonderful Water</b></p> <ul style="list-style-type: none"> <li>• learn about different places we find water naturally in the world</li> <li>• learn that we use water for different purposes</li> <li>• learn the names of and some facts about sea creatures and understand that there are other creatures that like water but do not live in seas and oceans, e.g. ducks, frogs</li> <li>• explore floating and sinking with classroom objects (testing misconception of 'size')</li> </ul>

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<p><b>Year 1</b></p>	<p><b>Everyday Materials (national curriculum unit- 'Everyday Materials')</b></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p><b>Human Senses (national curriculum unit- 'Sound')</b></p> <ul style="list-style-type: none"> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Seasonal Changes (national curriculum unit- 'Seasonal Changes')</b></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Plant Parts (start unit) (national curriculum unit- 'Plants')</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> </ul>	<p><b>Plant Parts (national curriculum unit- 'Plants')</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p><b>Animal Parts (national curriculum unit- 'Animals inc. humans')</b></p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> </ul>
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<p><b>Year 2</b></p>	<p><b>Human Survival (national curriculum unit- ‘Animals inc. humans’)</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	<p><b>Habitats (national curriculum unit- ‘Living things and their habitats’)</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul>	<p><b>Uses of Materials (national curriculum unit- ‘Uses of everyday materials’)</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p><b>Plant Survival (national curriculum unit- ‘Living things and their habitats’)</b></p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul> <p><b>(national curriculum unit- ‘Plants’)</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>	<p><b>Animal Survival (national curriculum unit- ‘Living things and their habitats’)</b></p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul> <p><b>(national curriculum unit- ‘Animals inc. humans’)</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> <p><b>(national curriculum unit- ‘Uses of everyday materials’)</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul>
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<p><b>Year 3</b></p>	<p><b>Animal Nutrition and the Skeletal System (national curriculum unit- ‘Animals inc. humans’)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement</li> </ul>	<p><b>Rocks, Relics and Rumbles (national curriculum unit- ‘Rocks’)</b></p> <ul style="list-style-type: none"> <li>• compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul>	<p><b>Forces and Magnets (national curriculum unit- ‘Forces and Magnets’)</b></p> <ul style="list-style-type: none"> <li>• compare how things move on different surfaces</li> <li>• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</li> <li>• observe how magnets attract or repel each other and attract some materials and not others</li> <li>• 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</li> <li>• describe magnets as having 2 poles</li> <li>• predict whether 2 magnets will attract or repel each other, depending on which poles are facing</li> </ul>	<p><b>Plant Nutrition and Reproduction (national curriculum unit- ‘Plants’)</b></p> <ul style="list-style-type: none"> <li>• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>• 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</li> <li>• investigate the way in which water is transported within plants</li> <li>• explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	<p><b>Light and Shadows (national curriculum unit- ‘Light’)</b></p> <ul style="list-style-type: none"> <li>• recognise that they need light in order to see things and that dark is the absence of light</li> <li>• notice that light is reflected from surfaces</li> <li>• recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>• recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>• find patterns in the way that the size of shadows change.</li> </ul>
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<p><b>Year 4</b></p>	<p><b>Food and the Digestive System (national curriculum unit- 'Animals inc. humans')</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Sound (national curriculum unit- 'Sound')</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>States of Matter (national curriculum unit- 'States of Matter')</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Grouping and Classifying (national curriculum unit- 'Living things and their habitats')</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	<p><b>Electrical Circuits and Conductors (national curriculum unit- 'Electricity')</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>
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<p><b>Year 5</b></p>	<p><b>Forces and Mechanisms (national curriculum unit- 'Forces')</b></p> <ul style="list-style-type: none"> <li>• Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>• Identify the effects of air resistance, water resistance and friction that act between moving surfaces.</li> <li>• Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	<p><b>Earth and Space (national curriculum unit- 'Earth and Space')</b></p> <ul style="list-style-type: none"> <li>• Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.</li> <li>• Describe the movement of the Moon relative to the Earth.</li> <li>• Describe the Sun, Earth and Moon as approximately spherical bodies.</li> <li>• Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.</li> </ul>	<p><b>Human Reproduction and Ageing (national curriculum unit- 'Animals inc. Humans')</b></p> <ul style="list-style-type: none"> <li>• Describe the changes as humans develop to old age.</li> </ul> <p><b>(national curriculum unit- 'Living things and their habitats')</b></p> <ul style="list-style-type: none"> <li>• Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>• Describe the life process of reproduction in some plants and animals.</li> </ul>	<p><b>Properties and Changes of Materials (national curriculum unit- 'Properties and Changes of Materials')</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution</li> <li>• use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating</li> <li>• give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic</li> <li>• demonstrate that dissolving, mixing and changes of state are reversible changes</li> <li>• 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.</li> </ul>
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<p><b>Year 6</b></p>	<p style="text-align: center;"><b>Circulatory System (national curriculum unit- ‘Animals inc. Humans’)</b></p> <ul style="list-style-type: none"> <li>• identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>• recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>• describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>	<p style="text-align: center;"><b>Electrical Circuits and Components (national curriculum unit- ‘Electricity’)</b></p> <ul style="list-style-type: none"> <li>• associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit</li> <li>• compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/ off position of switches</li> <li>• use recognised symbols when representing a simple circuit in a diagram.</li> </ul>	<p style="text-align: center;"><b>Light Theory (national curriculum unit- ‘Light’)</b></p> <ul style="list-style-type: none"> <li>• recognise that light appears to travel in straight lines</li> <li>• 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</li> <li>• 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</li> <li>• use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them</li> </ul>	<p style="text-align: center;"><b>Evolution and Inheritance (national curriculum unit- ‘Living things and their habitats’)</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• give reasons for classifying plants and animals based on specific characteristics.</li> </ul> <p style="text-align: center;"><b>(national curriculum unit- ‘Evolution and Inheritance’)</b></p> <ul style="list-style-type: none"> <li>• recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>• recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>• identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>
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