



St. Mary's R.C. Primary School

Learn and Grow Together in Christ

Science Curriculum Overview					
Rational	At St, Mary's, we intend for our children to explore, broaden their scientific views and deepen their understanding of the world around them through Science. Through our science curriculum we aim to: To provide interesting and practical lessons to create an enthusiasm towards science. To provide the children with opportunities and experiences to help them understand the wider world. To develop a natural curiosity about the world around them. To encourage the children to ask questions and try to find answers. To enable the children to understand the world through the scientific disciplines of Chemistry, Biology and Physics. To promote and develop their scientific vocabulary. To teach and develop scientific skills of enquiry through planning, implementing, and evaluating their own practical investigations in a fun and meaningful way.				
Approach	- Ensuring a balance of gaining knowledge, understanding and developing skills for robust enquiry approaches to learning and understanding scientific concepts. - Maximising the use of first-hand experiences and technology to ensure the building of investigatory skills and understanding of the different areas of Science. - Providing a progressive, systematic building of vocabulary and concepts linking learning over time.				
SEND	Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in Science and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers				
Values	Kindness	Tolerance	Friendship	Aiming High	Positivity
Concepts	Science Key Knowledge		Scientific Skills Please see separate document for the progression of Scientific Skills.		



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Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects. Please see Early Years planning.

Year 1 Curriculum	Autumn		Spring	Summer	
Topic Titles and Knowledge Outcomes	Animals including Humans – The Senses On completion of this unit, pupils will know... Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Animals and Classification On completion of this unit, pupils will know... - Identify and name a variety of common animals including some fish, some amphibians, some reptiles, some birds and some mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores (i.e. according to what they eat).	Working Scientifically – Wow Experiments On completion of this unit, pupils will know... - To ask simple questions and recognise they can be answered in different ways - To observe closely using simple equipment - To perform simple tests - To use observations and ideas to suggest answers to questions - To gather and record data to help in answering questions	Plants On completion of this unit, pupils will know... - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees (at least: flower, leaf, root, stem, trunk, seed, branch and petal).	Materials On completion of this unit, pupils will know... - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, brick, paper and cardboard. - Describe the simple physical properties of a variety of



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		• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). • Group together animals according to their different features. • Recognise similarities between animals: Structure: head, body, way of moving, senses, body covering, tail.			everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties.
Lesson Sequence	L1 – Can I ask simple questions about the world around me?	L1 - Can I ask simple questions about the world around me?	L1 - Can I ask simple questions about an investigation? L2 – Can I observe closely using simple equipment?	L1 - Can I ask simple questions about the world around me?	L1 - Can I identify and name a variety of materials?



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	L2 - Can I use sources to find out about the human body? L3 - Can I identify parts of the human body? L4 - Can I observe closely using my senses? L5 - Can I say which part of the body is associated with each sense? L6 - Assessment	L2 - Can I identify and name a variety of common animals? L3 - Can I identify and name animals which are carnivores, herbivores and omnivores? L4 - Can I describe and compare the structure of different animals? L5 - Can I recognize similarities between animals? L6 - Assessment	L3 - Can I gather and record data to help in answering questions? L4 - Can I plan a simple test and make a prediction? L5 - Can I perform a simple test? L6 - Can I talk about what happened and why?	L2 - Can I observe closely using simple equipment? L3 - Can I identify the basic structure of a plant? L4 - Can I describe the roles of the basic structure of a plant? L5 - Can I describe the roles of the basic structure of a plant? L6 - Assessment	L2 - Can I distinguish between an object and the material from which it is made? L3 - Can I describe the properties of everyday materials and compare them? L4 - Can I plan a simple test into everyday materials? L5 - Can I carry out a simple test into everyday materials and evaluate it? L6 - Assessment
Seasonal Changes (Throughout the Year) •Observe and describe changes across the four seasons. •Observe and describe weather associated with the seasons and how day length and temperature varies. This to be completed through seasonal diaries.					
Knowledge Capture Task	Assessment – End of Topic Review	Completing an investigation	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review



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NC Science Links	Please see the document showing National Curriculum links across the Science topics for EYFS – Year 6.					
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.					
Cross Curricular Links	ICT – Virtuali-Tee app exploring the Human Body		English – information text on animals		Art – Model of a plant	DT – making an umbrella
Trip and Visitors				Science Week		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.					
Year 2 Curriculum	Autumn		Spring		Summer	
Topic Titles and Knowledge Outcomes	Living Things and Their Habitats On completion of this unit, pupils will know... Explore and compare the differences between things that are living, dead, and things that have never been alive.	Animals Including Humans On completion of this unit, pupils will know... - Notice that animals have offspring which grow into adults. - Find out about and describe the basic needs of animals for	Materials On completion of this unit, pupils will know... - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, water, rock, paper and cardboard for particular uses. - Find out how the shapes of solid objects made from some materials can be changed by		Working Scientifically – Wow Experiments On completion of this unit, pupils will know... - Observe closely and communicate with increasing accuracy the features or properties of things in the real world. - Raise their own logical questions based	Plants On completion of this unit, pupils will know... - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a



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	• 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and	survival (water, food and air). • Find out about and describe the basic needs of humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	squashing, bending, twisting and stretching (applying a force).	on or linked to things they have observed. • Carry out simple comparative tests as part of a group, following a method with some independence. • With support, make suggestions on a method for setting up a simple comparative test. • Measure using non-standard and simple standard measures (e.g. cm, time) with increasing accuracy. • Record simple data with some accuracy to help in answering questions; • With support or using frameworks, make decisions about how to complete a variety of tables/charts	suitable temperature to grow and stay healthy (and how changing these affects the plant).
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	identify and name different sources of food. • Observe living things in their habitats during different seasonal changes.			• With guidance, begin to notice patterns in their data e.g. order their findings, sequence best to worst, say what happened over time, etc. • Use their recordings to talk about and describe what has happened. • Begin to discuss if the test was unfair.	
Lesson Sequence	L1 - Can I explore and compare the differences between things that are living and dead? L2 - Can I observe and describe a life cycle? L3- Can I describe the basic needs of humans?	L1 - Can I describe a growth cycle? L2 - Can I describe the importance of exercise for humans? L3 - Can I describe the importance of humans having a balanced diet? L4 - Can I describe the importance of	L1 - Can I find out how solids can be changed? L2 - Can I identify and compare the suitability of materials for a particular use? L3 - Can I identify and compare the suitability of materials for a particular use? L4 - Can I plan a simple investigation into the suitability of materials for a particular use?	L1 - Can I raise questions based on what I have observed? L2 - Can I plan my own simple comparative test? L3 - Can I carry out a simple comparative test? L4 - Can I describe my results and evaluate?	L1 - Can I describe what plants need to grow and stay healthy? L2 - Can I plan an investigation into how seeds and bulbs grow into mature plants? L3 - Can I carry out an investigation into how seeds and



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	L4 - Can I describe the basic needs of animals? L5 - Can I describe how different habitats provide for living things? L6 - Can I observe living things in their habitats during seasonal changes? L7 - Can I describe simple food chains? L8 - Assessment	hygiene for humans? L5 - Assessment	L5 - Can I carry out a simple investigation into the suitability of materials for a particular use? L6 - Can I describe the results of an investigation into materials and evaluate? L7 - Assessment		bulbs grow into mature plants? L4 - Can I present findings and evaluate my investigation into seeds and bulbs growing? L5 - Assessment
Knowledge Capture Task	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Completing an investigation	Assessment – End of Topic Review
NC Science Links	Please see the document showing National Curriculum links across the Science topics for EYFS – Year 6.				
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.				
Cross Curricular Links	Geography – Hot & Cold Places	DT – Healthy Eating	DT – Using materials		



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	Art - animals	PHSE – Healthy Living PE - Exercise			
Trip and Visitors				Science Week	
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.				

Year 3 Curriculum	Autumn		Spring	Summer	
Topic Title and Knowledge Outcomes	Rocks On completion of this unit, pupils will know... • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed	Animals including humans On completion of this unit, pupils will know... • 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.	Light On completion of this unit, pupils will know... • Recognise that they need light in order to see things and that dark is the absence of light. • Notice that light is reflected from surfaces. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.	Forces and Magnets On completion of this unit, pupils will know... • Notice that some forces need contact between two objects but magnetic forces can act at a distance.	Plants On completion of this unit, pupils will know... • Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of



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	• Recognise that soils are made from rocks and organic matter	• An adequate and varied diet is beneficial to health (along with a good supply of air and clean water). • Regular and varied exercise from a variety of different activities is beneficial to health • Identify that humans and some other animals have skeletons and muscles for support, protection and movement. • Identify animals (vertebrates) which have a skeleton which supports their body, aids movement & protects vital organs (e.g. name and locate skull, backbone, ribs, bones for movement/limbs, pelvis and be able to	• Recognise that shadows are formed when the light from a light source is blocked by a solid object. • Find patterns in the way that the size of shadows can change.	• Observe how magnets attract or repel each other and attract some materials and not others. • 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. • Describe magnets as having two poles (like and unlike poles). • Predict whether two magnets will attract or repel each other, depending on which poles are facing.	plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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		name some of the vital organs protected).			
Lesson Sequence	L1 - Can I compare different types of rocks? L2 - Can I group different types of rocks based on their properties? L3 - Can I identify the different layers of soil? L4 - Can I describe how fossils are formed? L5 - Can I plan an investigation into the properties of rocks? L6 - Can I implement an investigation into the properties of rocks, report my findings and evaluate? L7 – Assessment	L1 - Can I describe how a balanced diet and regular exercise is beneficial to health? L2 - Can I identify vertebrates and how a skeleton is important? L3 - Can I name and locate bones in the human skeleton? L4 - Can I identify and name muscles and their role? L5 - Assessment	L1 - Can I recognise we need light to see? L2 - Can I understand how light is reflected? L3 - Can I understand how the sun is dangerous? L4 - Can I recognize how shadows are formed? L5 - Can I find patterns in how shadows change? L6 - Assessment	L1 - Can I find out how magnetic forces act? L2 - Can I plan a simple fair test into which materials are magnetic? L3 - Can I implement a fair test into which materials are magnetic? L4 - Can I present my results and evaluate my fair test into magnetic materials? L5 - Assessment	L1 - Can I identify, locate and describe functions of a flowering plant? L2/3 - Can I plan and implement an investigation into the requirements for life and growth of different plants? L4 - Can I investigate how water is transported within plants? L5 - Can I describe the life cycle of flowering plants? L6 - Can I present and evaluate my findings into the requirements for life and growth of different plants?



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					L7 - Assessment
Knowledge Capture Task	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review
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Cross Curricular Links	DT – making sunglasses	DT – healthy eating PE - exercise	History – fossils and what they can tell us	Geography – compass work	
Trip and Visitors			Science week		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.				

Year 4 Curriculum	Autumn		Spring	Summer	
Topic Titles and Knowledge Outcomes	Teeth and Digestion On completion of this unit, pupils will know... Describe the simple functions	Electricity On completion of this unit, pupils will know... Identify common appliances that	States of Matter On completion of this unit, pupils will know... - Compare and group materials together, according to whether they are solids, liquids or gases. - Observe that some materials change state when they are heated or cooled,	Sound On completion of this unit, pupils will know... Identify how sounds are made, associating some of them with	Classifying Living Things and their Habitats On completion of this unit, pupils will know... Recognise that living things can be



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	of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions.	run on electricity. • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. • 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. • Recognise that a switch opens and closes a circuit and associate this	and measure or research the temperature at which this happens in degrees Celsius (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the volume of a sound and the strength of the vibrations that produced it. • Recognise that sounds get fainter as the distance from the sound source increases. • Find patterns between the pitch of a sound and features of the object that produced it.	grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes pose dangers to living things. • Construct and interpret a variety of food chains, identifying producers, predators and prey
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		with whether or not a lamp lights in a simple series circuit. • Recognise some common conductors and insulators, and associate metals with being good conductors.			
Lesson Sequence	L1 - Can I identify the different types of teeth in humans and their function? L2 - Can I plan and implement an investigation into the effect of different liquids on teeth? L3 - Can I record findings, give reasons for what I have	L1 - Can I identify appliances which run on electricity? L2 - Can I construct a simple electrical series circuit? L3 - Can I identify whether a lamp will light in a circuit? L4 - Can I recognize what	L1 - Can I group materials into solids, liquids and gases? L2 - Can I compare solids, liquids and gases? L3 - Can I observe how ice changes state? L4 - Can I plan and implement an investigation into evaporation? L5 - Can I describe, explain my findings and evaluate my investigation into evaporation? L6 - Can I create a model of the water cycle? L7 - Assessment	L1 - Can I identify how sounds are made? L2 - Can I recognise how vibrations travel to the ear? L3 - Can I recognise patterns in vibrations related to volume? L4 - Can I recognise patterns in vibrations related to pitch? L5 - Can I plan an investigation into	L1 - Can I recognize how living things are grouped? L2 - Can I use classification keys to group living things? L3 - Can I construct a variety of food chains? L4 - Can I recognize how environments can change and the dangers posed to living things?



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	observed and evaluate my investigation? L4 - Can I describe the parts of functions of the digestive system? L5 – Can I make a visual representation of the digestive system? L6 - Assessment	a switch does in a series circuit? L5 - Can I recognize common conductors and insulators? L6 - Assessment		the best materials to use to soundproof? L6 - Can I implement, record my findings, identify patterns in my results, give reasons for my results and evaluate my investigation? L7 - Assessment	L5 - Can I make a simple guide to local living things? L6 - Assessment
Knowledge Capture Task	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review
NC Science Links	Please see the document showing National Curriculum links across the Science topics for EYFS – Year 6.				
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Cross Curricular Links	DT – model of the digestive system	DT – electrical circuits in a product	Geography – water cycle	Music – how sound is created by instruments	Geography - habitats



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Trip and Visitors			Science Week		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.				

Year 5 Curriculum	Autumn	Spring		Summer
Topic Titles and Knowledge Outcomes	Properties and Changes of Materials On completion of this unit, pupils will know... • 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. • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic (advantages and disadvantages). • Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution.	Earth and Space On completion of this unit, pupils will know... • Describe the movement of the Earth, and other planets, relative to the Sun and each other in the solar system. • Describe the movement of the Moon relative to the Earth. • Use the idea of the Earth's rotation to explain day and night.	Life Cycles & Living things On completion of this unit, pupils will know... • Describe the changes as humans develop to old age. • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals.	Forces On completion of this unit, pupils will know... • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object. • Identify the effects of air resistance, water resistance and friction that act between moving surfaces (causing things to slow down) • Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. • There are different types of forces (push, pull, friction, air resistance, water resistance, magnetic forces, gravity) which have different effects on objects • Gravity can act without direct contact between the Earth and an object.



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	• Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating. • Demonstrate that dissolving, mixing and changes of state are reversible changes. • Recognise that dissolving is a reversible change and recognise everyday situations where dissolving occurs. • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible	• Use the Earth's movement in space to explain the apparent movement of the sun across the sky	• Name, locate and describe the functions of the main parts of reproductive system of plants	
Lesson Sequence	L1 – Can I compare materials on the basis of their properties? L2 - Can I recover materials from a solution? L4-6 – Can I plan, implement, discuss results and evaluate an investigation into dissolving and recovering materials? L7-9 – Can I plan, implement, discuss results and evaluate an	L1 - Can I describe the movements of the planets in the solar system? L2 - Can I describe the Earth's movement in space? L3 - Can I describe the movement of	L1 - Can I describe the changes as humans develop to old age? L2 - Can I describe the differences in the life cycles of a mammal and amphibian? L3 - Can I describe the differences in	L1 - Can I explain the force of gravity and its effect? L2 - Can I identify the effects of forces on objects? L3 - Can I plan an investigation into air resistance? L4 - Can I implement an investigation into air resistance? L5 - Can I present my results, draw valid conclusions and evaluate my investigation?



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	investigation into changes of materials? L10 – Assessment	the Moon relative to the Earth? L4-5 - Can I create a model of the solar system? L6 - Assessment	the life cycles of an insect and a bird? L4 - Can I describe the life process of reproduction in some plants and animals? L5 - Can I name, locate and describe the functions of the main parts of reproductive system of plants? L6 - Can I research and present findings about David Attenborough/Jane Goodall? L7 – Assessment	L6 - Can I recognise the effect of mechanisms on the force produced? L7 - Can I present research on Isaac Newton? L8 - Assessment
Knowledge Capture Task	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review
NC Science Links	Please see the document showing National Curriculum links across the Science topics for EYFS – Year 6.			
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Cross Curricular Links	DT – cooking (irreversible changes)	English – presentation of research PHSE - Reproduction	DT – model of the Solar System	English – presentation of research	
Trip and Visitors			Science Week Visit to Observatory		
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.				

Year 6 Curriculum	Autumn		Spring		Summer
Topic Titles and Knowledge Outcomes	Electricity On completion of this unit, pupils will know... • Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells	Animal Classification On completion of this unit, pupils will know... • Describe how living things are classified into broad groups according to common observable	Evolution and Inheritance On completion of this unit, pupils will know... • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the	Light On completion of this unit, pupils will know... • Recognise that light appears to travel in straight lines. • Use the idea that light travels in straight lines to explain that objects are seen	The Circulatory System On completion of this unit, pupils will know... • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (in the long term and short term).



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	used in the circuit. • 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. • Use recognised symbols (at least: cells, wires, switches, bulbs, buzzers and motors) when representing a simple circuit in a diagram.	characteristics and based on similarities and differences, including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.	Earth millions of years ago. • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	because they give out or reflect light into the eye. • Explain that we see things because the light that travels from light sources to our eyes or from light sources to objects and then to our eyes (and represent this in simple diagrammatic form). • Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	• Describe the ways in which nutrients and water are transported within animals, including humans.
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	• Use/interpret circuit diagrams				
Lesson Sequence	L1 - Can I use and interpret circuit diagrams? L2 - Can I explain how the brightness of the lamp in a circuit is affected? L3 - Can I plan an investigation into the variations of components in a circuit? L4 - Can I implement an investigation into the variations of components in a circuit? L5 - Can I use my findings to	L1 - Can I describe how living things are classified? L2-3 - Can I construct a classification key? L4 - Can I research how Carl Linnaeus's scientific ideas have had an impact on our lives? L5 - Assessment	L1 - Can I recognize offspring vary to their parents? L2 - Can I construct a branching database to show inheritance? L3 - Can I identify how animals and plants are adapted to suit their environment? L4 - Can I identify changes of living things over time? L6 - Can I recognize how fossils provide information? L7 Can I research how the work of... impacted our lives?	L1 - Can I recognise how light travels? L2-3 - Can I make a simple model to show how light travels? L4 - Can I plan an investigation into shadows? L5 - Can I implement an investigation into shadows? L6 - Can I describe my results, independently form a conclusion and evaluate my investigation? L7 - Can I represent how light travels to our eyes? L8 – Assessment	L1 - Can I identify and name the main parts of the circulatory system? L2-3 - Can I make a model of the circulatory system? L4 - Can I compare and contrast the impact of lifestyle on the body long and short term? L5 - Can I research how William Harvey's scientific ideas have impacted our lives? L6 - Assessment



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	explain and give reasons for the variations of components in a circuit? L6 - Assessment		L8 - Assessment		
Knowledge Capture Task	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review	Assessment – End of Topic Review
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Cross Curricular Links		DT – puppets, periscope	English – presenting research	English – presenting research	English – presenting research DT - models
Trip and Visitors				Science Week	Link with Blessed Trinity High School
Prior Learning Links	Please recap on the previous year groups learning before embarking on the current topic. Each unit of work will start with a gathering of knowledge and finish with a knowledge capture task.				