



Bishop Ellis Catholic Voluntary Academy



Science Intent

At Bishop Ellis Catholic Primary School we aim to provide a high-quality science education with the foundations for understanding God's world through the specific disciplines of biology, chemistry and physics. Children will be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key knowledge and concepts, children will be able to recognise the power of rational explanation and develop a sense of excitement and curiosity about God's world. We intend for children to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Our curriculum for science aims to ensure that all pupils:

- develop core scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- have a deep knowledge of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- have the requisite scientific knowledge required to understand the uses and implications of science, today and for the future.

The intent of our science curriculum is for children to develop a secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

We expect children to be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. We expect children to use specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data.

The idea of 'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group and will be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. We understand the concept of 'Working scientifically' will be developed further at key stages 3 and 4, and we work closely with secondary partner schools to ensure that children have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

BISHOP ELLIS SCIENCE CURRICULUM PLAN

Year 2 CYCLE A						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Teeth Ourselves	Introduction to life cycle of a plant and an animal		Habitats	Materials	The natural world around us.
Year 1	Everyday materials	Animals including humans	Review unit	Seasonal changes	Review unit	Plants
Year 2	Chemistry – everyday materials (Y1 objectives)	Chemistry -uses of everyday materials (Y2 objectives)	Review unit	Biology- animals including humans- name common animals(amphibian etc.) Carnivores etc. Name body parts (Y1 objectives)	Review unit	Biology- animals including humans- basic needs/ off spring exercise (Y2 objectives)
Year 3/4	Chemistry- rocks (Y3 objectives)	Physics- forces and magnets (Y3 objectives)	Chemistry states of matter. Solids liquids and gases. (Y4 objectives)	Review unit	Biology- animals including humans- digestive system, teeth, food chain (Y4 objectives)	Physics- sound (Y4 objectives)
Year 4/5	TBC					
Year 5/6	Chemistry- properties and change of matter (Y5 objectives)	Physics light- How light travels (Y6 objective)	Review	Biology- animals including humans- circulatory system(Y6 objectives)	Physics- different forces (Y5 objectives)	Biology- evolution and inheritance (Y6 objectives)

Year 2 CYCLE B						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
Reception	Teeth Ourselves	Introduction to life cycle of a plant and an animal		Habitats	Materials	The natural world around us.
Year 1	Everyday materials	Animals including humans	Review unit	Seasonal changes	Review unit	Plants

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Year 2	Physics -seasonal changes (Y1 objectives)	Biology- Living things and their habitats- Living, dead never alive/Habitats/ (Y2 objectives)	Review unit	Biology Plants Common wildflowers Deciduous/evergreen Basic structure (Y1 Objectives)	Review unit.	<i>Biology Plants Observe seed/bulbs grow-Need water/light etc. (Y2 objectives)</i>
Y3/4	Biology- Animals including humans- skeletons, muscles, nutrition (Y3 objectives)	Physics- electricity (Y4 objectives)	Review unit	Biology- Structure and function of plants. Life cycle of plants (Y3 objectives).	Biology –Living things and their habitats- classification of living things. (Y 4 objectives)	Physics- light. Reflection, shadows (Y3 objectives)
Y4/5	Physics Earth and space (Y5)	Physics Electricity (Y4)	Biology Animals including humans (Y3 and Y5)	Biology Structure and function of plants (Y3)	Biology Living things and their habitats (Y3 and obj 1 Y5)	Physics Light, reflection and shadow (Y3)
Y5/6	Physics Earth and Space (Y5 objectives)	Biology- living thing and habitat- different life cycles/ Process of reproduction(Y5 objectives)	Biology Animals including humans (Create a timeline to indicate stages of growth in humans) (Y5 objectives)	Biology- living things and their habitats- Classify living things into broad groups (Year 6 objectives)	Review unit	Physics- Electricity (Y6 objectives)

Plants, Animals including humans, Living things and their habitats, Evolution and inheritance, Materials, Seasonal changes, Electricity, Light, Sound, Forces, Earth and Space

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Italics= non-statutory

EYFS						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
MAIN TEXT	Marvelous Me	Jump into Autumn		Julia Donaldson- Spinderella	Three Little Pigs Jack and the Beanstalk	Baboon on the Moon
UNIT OF WORK and KEY CONCEPTS	<p>Know and talk about the different factors that support their overall health and wellbeing:</p> <ul style="list-style-type: none"> • regular physical activity • healthy eating • toothbrushing • sensible amounts of 'screen time' • having a good sleep routine • being a safe pedestrian <p>Teeth To know we have two sets of teeth in our lifetime primary (milk) and permanent. To know how to keep our teeth clean To know which foods, help our teeth to keep healthy.</p>	<p>Explore collections of materials with similar and/or different properties.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p>Understand the key features of the life cycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Describe what they see, hear and feel whilst outside.</p>		<p>Habitats.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things Understand the key features of the life cycle of a plant and an animal Explore the natural world around them making observations, drawing pictures of spiders Use all their senses in hands-on exploration of natural materials Recognise some environments that are different to the one in which they live.</p>	<p>Materials</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Talk about the differences between materials and changes they notice.</p> <p>Explore and talk about different forces they can feel.</p> <p>Describe what they see, hear and feel whilst outside.</p>	<p>Talk about what they see, using a wide vocabulary.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Explore the natural world around them.</p> <p>Know the vocabulary needed to name specific features of the world, both natural and made by people.</p>

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Year 1

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Chemistry- Everyday Materials</p> <p>(Y1 objectives)</p> <p>distinguish an object from the material it is made from</p> <p>Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>Know about and describe the properties of everyday materials</p> <p>Compare and group materials on their properties</p> <p>Working scientifically: "What is the best material for ..."</p>	<p>Biology- Animals including humans.</p> <p>(Y1 objectives)</p> <p>Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare structure of animals(fish etc.)</p> <p>Classify and know animals by what they eat (carnivore, herbivore and omnivore)</p> <p>Know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals)(working Scientifically-classifying)</p> <p>Name simple body parts human and related senses</p>	<p>Review unit.</p>	<p>Physics- Seasonal Changes (Y1 objectives)</p> <p>Observe and know about the changes in the seasons.</p> <p>Name the seasons and know about the type of weather in each season.</p> <p>Know or observe how day length varies with the changes of the season</p>	<p>Review unit</p>	<p>Biology- Plants (Y2 Objectives)</p> <p>Observe and describe how seeds or bulbs grow into mature plants. (Working Scientifically-observe over time-broad bean)</p> <p>Know what trees/plants need in order to grow and stay healthy (water, light & suitable temperature) (Working scientifically-simple test)</p>

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Year 2 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>UNIT OF WORK and KEY CONCEPTS</p>	<p>Chemistry- Everyday Materials</p> <p>(Y1 objectives)</p> <p>distinguish an object from the material it is made from</p> <p>Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard</p> <p>Know about and describe the properties of everyday materials</p> <p>Compare and group materials on their properties</p> <p>Working scientifically: "What is the best material for ..."</p>	<p>Chemistry: Uses of everyday materials</p> <p>(Y2 objectives)</p> <p>Know why a material might or might not be used for a specific job(suitability)</p> <p>Compare the suitability of everyday materials</p> <p>Know how materials can be changed by squashing, bending, twisting and stretching(Working Scientifically :Performing test)</p>	<p>Review unit.</p>	<p>Biology- Animals including humans.</p> <p>(Y1 objectives)</p> <p>Know and name a variety of animals including fish, amphibians, reptiles, birds and mammals</p> <p>Describe and compare structure of animals(fish etc.)</p> <p>Classify and know animals by what they eat (carnivore, herbivore and omnivore)</p> <p>Know how to sort animals into categories (including fish, amphibians, reptiles, birds and mammals)(working Scientifically-classifying)</p> <p>Name simple body parts human and related senses</p>	<p>Review unit</p>	<p>Biology- Plants (Y1 objectives)</p> <p>Name common wildflowers</p> <p>Name deciduous and evergreen trees</p> <p>Name basic structure of a plant/ tree</p>

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Year 2 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS</p>	<p>Physics- Seasonal Changes (Y1 objectives)</p> <p>Observe and know about the changes in the seasons.</p> <p>Name the seasons and know about the type of weather in each season.</p> <p>Know or observe how day length varies with the changes of the season</p>	<p>Biology- Living things and their habitats. (Y2 objectives)</p> <p>Identify things that are living, dead and never live</p> <p>Know how a specific habitat provides for the basic needs of things living there (plants and animals)</p> <p>Identify and name plants and animals in a range of habitats</p> <p>Identify plants/animals in microhabitats- Working scientifically- do all minibeast like the same microhabitat?</p> <p>Know and explain a simple food chain</p> <p><i>Know how animals find their food</i></p> <p><i>Name some different sources of food for animals</i></p> <p>Know and explain a simple food chain</p>	<p>Review unit-</p>	<p>Biology- Plants (Y1 objectives)</p> <p>Name common wildflowers</p> <p>Name deciduous and evergreen trees</p> <p>Name basic structure of a plant/ tree</p>	<p>Review unit.</p>	<p>Biology- Plants (Y2 Objectives)</p> <p>Observe and describe how seeds or bulbs grow into mature plants. (Working Scientifically- observe over time- broad bean)</p> <p>Know what trees/plants need in order to grow and stay healthy (water, light & suitable temperature) (Working scientifically- simple test)</p>

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Y34 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS</p>	<p>Chemistry- Rocks (Y3 objectives)</p> <p><i>Know about and explain the difference between sedimentary, metamorphic and igneous rock</i></p> <p>Compare and group rocks based on their appearance and physical properties, giving a reason</p> <p>Know how fossils are formed</p> <p>Know how soil is made from rocks and organic matter</p>	<p>Physics Forces and Magnets (Y3 objectives)</p> <p>Compare how objects move on different surfaces</p> <p>Know how some forces require contact and some do not, giving examples(magnetic)</p> <p>Observe and explain how magnets attract and repel each other and other material</p> <p>Describe how magnets have two poles</p> <p>Working Scientifically- Predict whether magnets will attract or repel and give a reason</p>	<p>Chemistry States of Matter (Y4 objectives)</p> <p>Know the difference between solids, liquids and gas</p> <p>Compare and group materials, according to if they are solid,liquids or gases.</p> <p>Observe that some materials change state s when heated or cooled- Measure/ research the temperate water boils and freezes</p> <p>Know which materials, other than water, change state</p> <p>Know the terms condensation and evaporation and know what they mean in the water cycle</p>	<p>Review unit</p>	<p>Biology- Animals, including humans (Y4 objectives)</p> <p>Identify and name the parts of the human digestive system</p> <p>Know the functions of the organs in the human digestive system</p> <p>Identify and know the different types of teeth in humans</p> <p>Know the functions of different human teeth.</p> <p>Construct and interpret food chains to identify producers, predators and prey</p>	<p>Physics- Sound (Y4 objectives)</p> <p>Know how sound is made associating some of them with vibrating</p> <p>Know how sound travels from a source to our ears by traveling through a medium by vibrations</p> <p>Know the correlation (patterns) between pitch and the features of the object producing a sound</p> <p>Know the correlation(Patterns) between the volume of a sound and the strength of the vibrations that produced it</p> <p>Know what happens to a sound as it travels away from its source(gets fainter)</p>

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Y34 Cycle B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS</p>	<p>Biology- Animals including humans. (Y3 objectives) Skeleton, muscles and exercise and health.</p> <p>Know about the importance of a nutritious, balanced diet</p> <p>know that humans and some animals have a skeletal and muscular system for support, protection and movement.</p>	<p>Physics- electricity (Y4 objectives) Identify and name appliances that require electricity to function</p> <p>Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</p> <p>Predict and test whether a lamp will light within a circuit. (part of a complete loop with a battery)</p> <p>Know the function of a switch</p> <p>Know the difference between a conductor and an insulator; giving examples of each</p>	<p>Review unit</p>	<p>Biology- Plants (Y3 objectives)</p> <p>Know the function of different parts of flowering plants and trees Know what different plants need to help them survive and how this varies from plant to plant</p> <p>Investigate how water is transported within plants</p> <p>Know the plant life cycle, especially the importance of flowers</p>	<p>Biology- Living things and their habitats (Y4)</p> <p>Group living things in different ways</p> <p>Explore and use classification keys to group, identify and name living things</p> <p><i>Create classification keys to group, identify and name living things (for others to use)</i></p> <p>Know how changes to an environment could endanger living things</p>	<p>Physics- Light (Y3 objectives)</p> <p>Recognise that they need light to see things</p> <p>Notice that light reflect from surfaces.</p> <p>Know that the sun can be dangerous and ways to protect their eyes</p> <p>Recognize how shadows are formed from light source is blocked by opaque object</p> <p>Find patterns in the way that the size of shadows change</p>

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Year 45						
TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS</p>	<p>Physics Earth and space (Y5 objectives) Know about and explain the movement of the Earth and other planets relative to the Sun</p> <p>Know about and explain the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon (using the term spherical)</p> <p>Know and demonstrate how we get night and day and the apparent movement of the sun across the sky</p>	<p>Physics Electricity (Y4 objectives) Identify and name appliances that require electricity to function</p> <p>Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</p> <p>Predict and test whether a lamp will light within a circuit. (part of a complete loop with a battery)</p> <p>Know the function of a switch</p> <p>Know the difference between a conductor and an insulator; giving examples of each</p>	<p>Biology Animals including humans (Y3 and Y5) (Y3 objectives) Skeleton, muscles and exercise and health.</p> <p>Know about the importance of a nutritious, balanced diet</p> <p>know that humans and some animals have a skeletal and muscular system for support, protection and movement.</p> <p>(Year 5 objective) Create a timeline to indicate stages of growth and development to old age in humans</p>	<p>Biology Plants (Y3 objectives) Know the function of different parts of flowing plants and trees</p> <p>Know what different plants need to help them survive and how this varies from plant to plant</p> <p>Investigate how water is transported within plants</p> <p>Know the plant life cycle, especially the importance of flowers</p>	<p>Biology Living things and their habitats (Y4 and obj 1 Y5) Group living things in different ways</p> <p>Explore and use classification keys to group, identify and name living things</p> <p><i>Create classification keys to group, identify and name living things (for others to use)</i></p> <p>Know how changes to an environment could endanger living things</p> <p>(Year 5 objective) Know the life cycle of different living creatures, e.g. mammal, amphibian, insect, bird</p>	<p>Physics Light, reflection and shadow (Y3) Recognise that they need light to see things</p> <p>Notice that light reflect from surfaces.</p> <p>Know that the sun can be dangerous and ways to protect their eyes</p> <p>Recognize how shadows are formed from light source is blocked by opaque object</p> <p>Find patterns in the way that the size of shadows change</p>

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Y56 CYCLE A

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS</p>	<p>Chemistry Properties and changes (Y5 objectives)</p> <p>Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets</p> <p>Know and explain how a material dissolves to form a solution Know and show how to recover a substance from a solution</p> <p>Know and demonstrate how some materials can be separated (e.g. through filtering, sieving and evaporating)</p> <p>Give reasons, based on comparative/fair test for the uses of everyday materials including metal, wood and plastic</p> <p>Know and demonstrate that some changes are reversible and some are not(dissolving mixing and changes of</p>	<p>Physics Light (Y6 objectives)</p> <p>Know how light travels in straight lines.</p> <p>Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light to the eye.</p> <p>Know and demonstrate how we see objects because they give out or reflect light into the eye</p> <p>Know why shadows have the same shape as the object that casts them</p> <p><i>Know how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc. humans</i></p>	<p>Review</p>	<p>Biology Animals including humans (Y6 objectives)</p> <p>Identify and name the main parts of the human circulatory system</p> <p>Know the function of the heart, blood vessels and blood</p> <p>Know the impact of diet, exercise, drugs and lifestyle on health of their bodies</p> <p>Describe the ways in which nutrients and water are transported within animals including humans</p>	<p>Biology Evolution and Inheritance (Y6 objectives)</p> <p>Know how the Earth and living things have changed over time Know how fossils can be used to find out about the past</p> <p>Know about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents)</p> <p>Know how animals and plants are adapted to suit their environment Link adaptation over time to evolution</p> <p>Know about evolution and can explain what it is</p>	<p>Physics Forces (Y5 objectives)</p> <p>Know what gravity is and its impact on our lives</p> <p>Identify and know the effect of air resistance Identify and know the effect of water resistance Identify and know the effect of friction</p> <p>Explain how levers, pulleys and gears allow a smaller force to have a greater effect</p>

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	state) Know how some changes result in the formation of a new material and that this is usually irreversible.					
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Y56 CYCLE B

TERM	ADVENT 1	ADVENT 2	LENT 1	LENT 2	PENTECOST 1	PENTECOST 2
<p>CURRICULUM DRIVER UNIT OF WORK and KEY CONCEPTS</p>	<p>Physics Earth and Space (Y5 objectives)</p> <p>Know about and explain the movement of the Earth and other planets relative to the Sun</p> <p>Know about and explain the movement of the Moon relative to the Earth</p> <p>Describe the Sun, Earth and Moon (using the term spherical)</p> <p>Know and demonstrate how we get night and day and the apparent movement of the sun across the sky</p>	<p>Biology living things and their habitats (Y5 objectives)</p> <p>Know the life cycle of different living creatures, e.g. mammal, amphibian, insect, bird</p> <p>Know the differences between different life cycles</p> <p>Know the process of reproduction in plants</p> <p>Know the process of reproduction in animals</p>	<p>Animals including humans (Y5 objectives)</p> <p>Create a timeline to indicate stages of growth and development to old age in humans</p>	<p>Biology- Living Things and their Habitats (Y6 objectives)</p> <p>Classify living things into broad groups according to observable characteristics and based on similarities & differences including microorganism, plants and animals</p> <p>Know how living things have been classified</p> <p>Give reasons for classifying plants and animals in a specific way</p>	<p>Review unit</p>	<p>Physics Electricity (Y6 objectives)</p> <p>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</p> <p>Compare and give reasons for why components work and do not work in a circuit</p> <p>Draw circuit diagrams using correct symbols</p> <p>Know how the number and voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer</p>