



Holy Family Catholic Primary School – Science Topic Overviews



Cycle B – Key Stage 1 – Years 1 and 2

Animals Including Humans	Habitats	Plants	Seasonal Change	Super Science
To identify, name, draw and label the basic parts of the human body To say which part of the body is associated with each sense To perform simple tests based on the senses To be able to identify and name a variety of common UK mammals To be able to identify and compare a variety of common UK birds and reptiles To identify and name a variety of common animals that are carnivores, herbivores	To explore and compare the difference between things that are living, dead, & things that have never been alive To understand that living things need to live in suitable habitats To be able to explore and describe a micro-habitat. To explore simple food chains in a habitat To notice that animals, including humans, have offspring which grow into adults	To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees To know that flowering plants produce seeds which grow into new plants To describe what they observe as new plants grow	To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies	Following child led enquiries including: To ask simple questions and recognise that they can be answered in different ways To observe closely, using simple equipment To perform simple tests To identify and classify To use their observations & ideas to suggest answers to questions To gather and record data to help in answering questions



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and omnivores

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Cycle B – Lower Key Stage 2 – Years 3 and 4

Ourselves and Other Animals	Light	States of Matter	Sound	Habitats	Super Science
To identify that humans get the nutrition they need from what they eat	To recognise that we need light in order to see & that darkness is the absence of light	To identify and explore the properties of solids, liquids and gases	To find out that sounds are made when objects and materials vibrate	To be able to identify a variety of habitats and explore why organisms live in different habitats	Following child led enquiries including: To ask relevant questions and use different types of scientific enquiry to answer them
To identify that a balanced diet is needed in order to stay healthy	To explore the Sun as a light source and recognise that there are ways to protect our eyes	To observe that materials change state when they are heated or cooled	To investigate whether sounds can travel through different materials	To be able to use a classification key to identify animals	To set up simple practical enquiries
To investigate which foods different animals eat	To recognise that shadows are formed when light from a light source is blocked by a solid object	To research the temperature in degrees Celsius (°C) at which materials change state	To find out that some materials are effective in preventing vibrations from sound sources reaching the ear	To be able to group organisms according to their characteristics	To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and labels
To explore human and animal skeletons	To investigate how shadows behave	To understand the process of evaporation and condensation	To investigate how sounds can be different pitches and volumes	To be able to classify animals into specific groups according to their characteristics	To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
To find out about how the skeleton supports and protects the body and to investigate how invertebrates are supported	To investigate how the size of shadows change throughout the day	To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	To explore the relationship between distance & volume - Recognising that sounds gets fainter as the distance from the sound source increases	To be able to identify and classify a variety of British plants	To use straightforward scientific evidence to answer questions or to support their findings
To find out what muscles are and how skeletal muscles help us to move	To explore how light is reflected from surfaces			To explore the human impact on habitats and environments, both positive and negative	



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Cycle B – Upper Key Stage 2 - Years 5 and 6

Living Things – Classification	Light	Changes of Materials	Living Things & Their Habitats	Evolution & Inheritance	Super Science
To classify animals & plants based on specific characteristics, giving reasons for choices To classify animals into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals	To recognise that light appears to travel in straight lines To 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 To 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 To use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them To investigate shadows using knowledge of transparent, translucent and opaque materials	To explain the difference between melting and dissolving and identify materials which will dissolve in water To investigate the rate of dissolving To identify different ways materials can be mixed together and know when to use which processes to separate mixtures To describe how to recover a substance from a solution by separating different mixtures To carry out a variety of investigations involving reversible and irreversible changes	To describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird To describe the life process of reproduction in some plants & animals	To recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents To identify how animals and plants are adapted to suit their environment in different ways and that adaption may lead to evolution	Following child led enquiries including: Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate Recording data and results of increasing complexity using scientific diagrams and label, classification keys, tables, scatter graphs, bar and line graphs Using test results to make predictions to set up further comparative and fair tests Reporting or presenting findings from enquiries inc conclusions, causal relationships & explanations of degree of trust in results, in oral and written forms such as display and presentations Identifying scientific evidence that has been used to support or refute ideas or arguments