



Lowerhouse Junior School Substantive Knowledge Overview Science



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Health and Nutrition <i>Core Value:</i> <i>respect – for oneself and one’s body</i>	Rocks and Soils <i>Core Value:</i> <i>resilience – pressure and time to create precious stones and respect – for all living things</i>	Forces and Magnets	Skeletons and Muscles <i>respect – for oneself and one’s body</i>	Plants <i>Core Value:</i> <i>respect – for all living things</i>	Light and Dark
	<ul style="list-style-type: none"> - 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 - 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 	<ul style="list-style-type: none"> - Compare and group together different kinds of rocks based on their appearance and simple physical properties - Describe in simple terms how fossils are formed when things that have lived are trapped within rock - Recognise that soils are made from rocks and organic matter 	<ul style="list-style-type: none"> - Compare how things move on different surfaces - Notice that some forces need contact between two objects, but magnetic forces can act at a distance - Observe how magnets attract or repel each other and attract some materials and not others - Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials - Describe magnets as having two poles - Predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<ul style="list-style-type: none"> - 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 name some of the vital organs protected). - Identify animals without internal skeletons/backbones (invertebrates) and describe how they have adapted other ways to support themselves, move & protect their vital organs. 	<ul style="list-style-type: none"> - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - 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. 	<ul style="list-style-type: none"> - 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 - Recognise that shadows are formed when the light from a light source is blocked by an opaque object - Find patterns in the way that the size of shadows change.
<p>Ongoing investigation – Observing plant life cycles throughout the year Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>						



Lowerhouse Junior School Substantive Knowledge Overview Science



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Electricity	Digestive system and teeth <i>Core Value: respect – for oneself and one’s body</i>	States of Matter		Sound	Living things and their Habitats (Classification) <i>Core Value: respect – for all living things</i>
	<ul style="list-style-type: none"> - Identify common appliances that 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 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. 	<ul style="list-style-type: none"> - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions - Construct and interpret a variety of food chains, identifying producers, predators and prey 	<ul style="list-style-type: none"> - 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, 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. 		<ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating - Recognise that vibrations from sounds travel through a medium to the ear - Find patterns between the pitch of a sound and features of the object that produced it - 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. 	<ul style="list-style-type: none"> - Recognise that living things can be 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.
<p>Ongoing investigation – Visiting habitats (bug hunts throughout year) Recognise that environments can change and that this can sometimes pose dangers to living things.</p>						



Lowerhouse Junior School Substantive Knowledge Overview Science



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Reversible and Irreversible changes		Earth and Space <i>Core Value:</i> <i>aspiration – looking to a word beyond our own</i>	Human and Animal Life Cycles <i>Core Value:</i> <i>respect – for all living things as well as for oneself and one’s body</i>	Forces	Life Cycles of Plants <i>Core Value:</i> <i>respect – for all living things</i>
	<ul style="list-style-type: none"> - 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 - Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic - Demonstrate that dissolving, mixing and changes of state are reversible changes - 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. 	<ul style="list-style-type: none"> - Describe the movement of the Earth, and other planets, relative to the Sun in the solar system - Describe the movement of the Moon relative to the Earth - Describe the Sun, Earth and Moon as approximately spherical bodies - Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. 	<ul style="list-style-type: none"> - 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. - Describe the changes as humans develop to old age. 	<ul style="list-style-type: none"> - 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 - Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<ul style="list-style-type: none"> - 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. - Name, locate and describe the functions of the main parts of reproductive system of plants 	
	<p>Within PSHE Describe the changes as humans develop to old age.</p>					



Lowerhouse Junior School Substantive Knowledge Overview Science



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Classification	Evolution and Inheritance <i>Core Value: integrity – understanding one’s ancestry</i>	Heart and Circulatory System <i>Core Value: respect – for oneself and one’s body</i>		Light	Electricity
	<ul style="list-style-type: none"> - 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 - Give reasons for classifying plants and animals based on specific characteristics. 	<ul style="list-style-type: none"> - Recognise that living things have changed over time and that fossils provide information about living things that inhabited the 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. 	<ul style="list-style-type: none"> - 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 - Describe the ways in which nutrients and water are transported within animals, including humans. 		<ul style="list-style-type: none"> - Recognise that light appears to travel in straight lines - 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 - Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eye - Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them. 	<ul style="list-style-type: none"> - Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells 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 when representing a simple circuit in a diagram.