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| **ymhcorner.jpg** | | **Long Term Plan** | | **Subject area - SCIENCE** | | **Area of learning – SCIENCE AND TECHNOLOGY** | | | **Department- KS3** | | **Year- 1** |
|  | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | | **Summer 2** | |
| **Theme or Topic** | Sc2 Life Processes  Characteristics Of Living Things | | Sc2 Life Processes  Characteristics Of Living Things | | Sc3 Materials  Grouping And Classifying Materials | | Sc3 Materials  Grouping And Classifying Materials | Sc4 Physical Processes  Forces And Motion | | Sc4 Physical Processes  Forces And Motion | |
| **Knowledge and skill**  **areas covered** | * To differentiate between alive and never alive * To know some of the features of living things * MRS GREN * To know that animals include minibeasts, fish, reptiles, amphibians, birds and mammals * To know that there is a range of ways animals move, feed, etc. * To know that all animals move, feed, grow, use senses and reproduce * To know that plants grow bigger and change in shape and appearance | | * To know that plants do not take in food through the roots * To be able to describe life processes using correct vocabulary * To know that nutrition is eating and drinking and all animals do this * To know that all animals move about * To know that all animals get bigger as they get older * To know that plants make more of themselves | | * To be able to identify similarities and differences between materials * To be able to sort and group materials in different ways * To explore magnetism, transparency, floating and sinking * To be able to name different types of materials and use some of the correct vocabulary * To identify materials as either natural or man-made * To be able to list different uses for particular materials | | * To be able to test materials for properties * To know that electricity travels through some materials and identify conductors and insulators * To know that heat travels through some materials and identify conductors and insulators * To be able to use a thermometer * To be able to classify materials as solid, liquid or gas * To know the main simple properties of solids, liquids and gases | * To explore and observe different pushes and pulls and describe the movements as fast, slow, turn, go round * To describe how to make things speed up, slow down, stop or change direction * To identify movements as pushes and pulls * To know that squeezing, bending, twisting and stretching can change the shape of objects * To explore what happens when magnets are put near one another * To know that friction is a force and happens when two surfaces rub over each other | | * To recognise some everyday examples of friction which can be useful or a nuisance * To describe the effects of pushing and pulling springs * To use various forcemeters to measure pushes and pulls * To know that the bigger the force, the greater the effect and that the unit of measurement is the Newton (N) * To know that objects fall down because of gravity * To identify weight as a force and is due to the pull of gravity | |
| **LNF Links** | * Literacy – to take an interest in information beyond their personal experience * Numeracy – collect and record data and interpret results | | * Literacy – to use vocabulary related to the topic * Numeracy – compare, sort and order in terms of size | | * Literacy – to use vocabulary related to the topic * Numeracy – sort and classify objects using more than one criterion | | * Literacy – follow a structure when writing a report * Numeracy – compare temperatures using a thermometer (°C) | * Literacy – explain main ideas with supporting details including observations and explanations where relevant * Numeracy – explain results and procedures clearly using mathematical language | | * Literacy – use a range of strategies for finding information * Numeracy – use standard units of measurement for weight / mass up to 1kg * Numeracy – multiply by 10 | |
| **DCF Links** | * Citizenship – identity, image and well-being * Data and computational thinking – problem solving and modelling | | * Producing – planning, sourcing and searching * Producing - creating | | * Data and computational thinking – problem solving and modelling | | * Data and computational thinking – data and information literacy | * Data and computational thinking – problem solving and modelling | | * Producing – planning, sourcing and searching * Producing - creating | |
| **Cross curricular links** | Art  Geography | | Art  Geography | | D & T | | D & T | PE | | PE | |
| **4 Purposes of the curriculum** | * Ambitious, capable learners who;   Are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts | | * Healthy, confident individuals who:   Apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives | | * Ambitious, capable learners who:   Are questioning and enjoy solving problems   * Enterprising, creative contributors who:   Think creatively to reframe and solve problems | | * Ambitious, capable learners who:   Can use number effectively in different contexts | * Healthy, confident individuals who:   Take part in physical activity | | * Ambitious, capable learners who:   Can explain the ideas and concepts they are learning about   * Ambitious, capable learners who:   Can use number effectively in different contexts | |

**Guidance on completing the Long term plan form**

The form is pretty self explanatory:-

**Area of learning** – this relates to the 6 areas of learning and experience in Donaldson’s report

**Theme or Topic –** the title / focus for the module

**Knowledge and skill areas covered -** what the pupils will learn over the course of the module

**LNF Links –** Numeracy and literacy links incorporated into the planning

**DCF Links –** Links to the new digital framework

**Cross curricular links –** across other curriculum areas not covered by LNF / DCFIncluding Welsh language and culture

**4 Purposes of the curriculum –** as taken from Donaldson Report. Each of the 4 purposes have a number of statements so place in the purpose / statements areas that are relevant to the module.