



The Human Body Advent 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1. Introduction to Our Body and Our Senses	2. Eyes and Sight	3. Ears and Hearing	4. Touch, taste and smell	5. Understanding Sensory Impairment	6. Knowledge Organiser Assessments
Learning Objectives					
<p>To know our body has five senses.</p> <p><b><u>Knowledge Goals</u></b> We have five senses: sight, hearing, touch (feeling), taste, smell. We use: Our eyes to see Our ears to hear Our tongues to taste Our nose to smell Our skin to feel and hands to touch (feel)</p>	<p>To know that we use our eyes to see.</p> <p><b><u>Knowledge Goals</u></b> Our eyes use light that enters the eye to enable us to see. Light does not come out of the eye. Parts of the eye and what their purpose is. (e.g. the eyelashes, eyelids and cornea protect the rest of the eye). Sometimes people need help to see and can use</p>	<p>To know that sounds travel through our ears to send messages to our brain.</p> <p><b><u>Knowledge Goals</u></b> Sounds travel through our ears to send messages to our brain. Sounds can be very different, some loud and some quiet. Some people need help to hear and some people cannot hear at all.</p>	<p>To know that our senses help us to understand the world around us.</p> <p><b><u>Knowledge Goals</u></b> Our senses help us to understand the world around us. Our senses can warn us of danger. Our senses send messages to our brains.</p>	<p>To understand that some people have problems with their senses, such as blindness or deafness.</p> <p><b><u>Knowledge Goals</u></b> Some people have problems with their senses. Helen Keller was taught to read, write and speak even though she was deaf and blind. Helen Keller helped other people who were also deaf and blind.</p>	<p>Post Knowledge Assessments</p>



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	glasses, contact lenses, telescopes, microscopes.				
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<b>Animals and their Needs - Advent 2</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
1. Amazing Animals (Introduction to Animals)	2. Grouping animals: Fish, amphibians, reptiles, birds and mammals	3. Grouping animals: carnivores, herbivores and omnivores	4. Animals as pets	5. Describing animals	6. Knowledge Organiser Assessments
<b>Learning Objectives</b>					
To name and describe common animals.	Scientists group animals according to their features.	To understand that we can group animals according to what they eat.	To describe the needs of a pet.	To describe an animal using scientific words.	Post Knowledge Assessments
<b><u>Knowledge Goals</u></b> There are many different types of animals. Some animals live in water, some live on land, some fly in the sky. Scientists group animals according to their features.	<b><u>Knowledge Goals</u></b> Animals can be grouped according to their features. Amphibians are cold blooded animals that live in water and also on land. They lay eggs underwater. Mammals are warm blooded animals give birth to live young	<b><u>Knowledge Goals</u></b> Animals that eat other animals are called carnivores. Animals that eat plants are called herbivores. Animals that eat both plants and other animals are called omnivores.	<b><u>Knowledge Goals</u></b> Pets need food, space, shelter, medicine and company. Some animals are suitable for keeping as pets but some are not. Animals that are not pets are known as wild animals.	<b><u>Knowledge Goals</u></b> We can use scientific words to describe animals. Scientists observe carefully and draw detailed diagrams Fish have gills to help them breathe, fins to help them swim and scales to protect their	



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	pumped to the lungs for more oxygen.			bodies.	
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<b>Seasons and Weather - Lent 1</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
1. The four seasons	2. Tools to record the weather	3. Using a graph to show information about the weather	4. Clouds and what they tell us: cirrus, cumulus and stratus	5. Weather forecasting	6. Extra lesson: Dangerous weather around the world
<b>Learning Objectives</b>					
<p>To name and describe the four seasons</p> <p><b>Knowledge Goals</b>            Our four seasons are spring, summer, autumn and winter. Colder weather comes in autumn and winter. Warmer weather comes in spring and summer. Our days of sunlight are longest in the summer and shortest in the winter.</p>	<p>To know that tools are used to gather information about the weather.</p> <p><b>Knowledge Goals</b>            A rain gauge measures how much rain has fallen. A weather vane shows which way the wind is blowing. A thermometer measures the temperature.</p>	<p>To present data using a graph.</p> <p><b>Knowledge Goals</b>            Data is a collection of facts. We can present data using a graph. We can gather information from a graph which helps us to understand the weather.</p>	<p>To know there are different types of cloud.</p> <p><b>Knowledge Goals</b>            Clouds are made of tiny droplets of water that float in the air. Dark clouds are carrying more water. Cirrus clouds are white, thin and wispy. Cumulus clouds are white and fluffy like cotton wool. Stratus clouds are grey and cover the whole sky.</p>	<p>To understand that weather forecasts help people to prepare for different kinds of weather.</p> <p><b>Knowledge Goals</b>            A weather forecast tells us what the weather will be in the next few days. Scientists study the weather and use computers to make forecasts. (A scientist who studies the weather is called a meteorologist.) Weather forecasts help people to be prepared for</p>	<p>To understand that certain types of weather can be dangerous.</p> <p><b>Knowledge Goals</b>            Some weather can be very dangerous. A flood is an overflow of water. A hurricane is a storm with very strong winds.</p>



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				different kinds of weather.	
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Taking Care of the Earth Lent 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1. Taking Care of the Earth	2. Earth's Natural Resources	3. Logging	4. Pollution	5. Recycling	6. Knowledge Organiser Assessments
Learning Objectives					
<p>To describe different ways we can take care of the Earth.</p> <p><b><u>Knowledge Goals</u></b> Humans do things that can damage the Earth. People are causing pollution that is damaging our earth. When forests are cut down the wild animals' environment is lost Resources are the things in the world we can make use of</p>	<p>To know that there are natural and manufactured resources that people on Earth use.</p> <p><b><u>Knowledge Goals</u></b> A natural resource is something that is found in nature that people can use. A manufactured resource is something people have created to use. Some natural resources cannot be easily replaced, they are nonrenewable.</p>	<p>To identify logging as a way of harvesting the Earth's natural resources.</p> <p><b><u>Knowledge Goals</u></b> Trees are a natural resource that people can use for paper, furniture and other uses. Logging means cutting down trees. Sometimes logging can cause damage to the environment</p>	<p>To know that people create pollution which can harm the environment.</p> <p><b><u>Knowledge Goals</u></b> Pollution occurs when an environment is damaged by waste. Pollution is caused by things that people do, for example driving a car. We can reduce the amount of pollution we create</p>	<p>To know that recycling means turning used things into something new.</p> <p><b><u>Knowledge Goals</u></b> When something used is reused for a new purpose, it is recycled. We recycle items to reduce waste. The following things that we may find in our homes can be recycled: newspapers, letters, magazines, plastic bottles, drinks cans, food tins, cardboard boxes, glass jars</p>	<p>Post Knowledge Assessments</p>



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<b>Plants - Pentecost 1</b>					
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
1. What plants need	2. Parts of plants	3. Seeds	4. Deciduous and evergreen plants	5. Plants we eat	6. Knowledge Organiser Assessments
<b>Learning Objectives</b>					
<p>To know what plants, need in order to grow.</p> <p><b><u>Knowledge Goals</u></b> Plants need warmth, light and water to grow. Plants grow from seeds. If seeds do not have warmth, light and water, they may not grow into healthy plants.</p>	<p>To name and describe the parts of a plant.</p> <p><b><u>Knowledge Goals</u></b> The roots of a plant act as an anchor, fixing the plant into the ground. The stem of a plant grows above the ground. The leaves and flowers grow from it. A plant's leaves absorb sunlight</p>	<p>To understand that plants spread their seeds to make new plants.</p> <p><b><u>Knowledge Goals</u></b> Plants spread their seeds in order to make new plants. When plants make seeds to make new plants, we call this reproducing. Plants must spread their seeds to help</p>	<p>To understand that some trees are evergreen, and some are deciduous.</p> <p><b><u>Knowledge Goals</u></b> Evergreen trees keep their leaves all year around. Deciduous trees drop their leaves during autumn time and grow fresh leaves in spring time. Oak trees are deciduous and fir</p>	<p>To recognise which parts of plants we eat.</p> <p><b><u>Knowledge Goals</u></b> We eat different parts of plants including the roots, stem, leaves and sometimes the flowers. Some plants are dangerous to eat and would make us ill. We need a</p>	<p>Post Knowledge Assessments</p>



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	and turn it into energy that the plant uses to grow.	them grow into new plants.	trees are evergreen.	variety of fruit and vegetables in our diet.	
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Materials and Magnets -Pentecost 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1. Everyday Materials	2. Properties of Materials	3. Uses of Materials	4. Magnets	5. Investigation	6. Knowledge Organiser Assessments
Learning Objectives					
<p>To recognise everyday materials.</p> <p><b><u>Knowledge Goals</u></b> Objects all around us are made from types of materials. Some everyday materials that objects are made from include: wood, plastic, glass and metal. Each material can be used to make many</p>	<p>To identify the properties of materials.</p> <p><b><u>Knowledge Goals</u></b> Properties of materials are things we can measure, see or feel. We can describe and compare properties of different materials.</p>	<p>To explain why materials are chosen for specific tasks.</p> <p><b><u>Knowledge Goals</u></b> Materials have different properties that make them useful for different tasks. When designing or making objects, materials are chosen for their</p>	<p>To understand that materials can be sorted according to whether they are or are not attracted to magnets.</p> <p><b><u>Knowledge Goals</u></b> Certain materials are attracted to magnets. We cannot see the force of magnetism. Magnets can be useful, for example in toys or around the home.</p>	<p>To investigate which material would be most suitable for (insert purpose).</p> <p><b><u>Knowledge Goals</u></b> An investigation helps us to find out the best answer. When we investigate something, we need to make sure our investigation is fair. Scientists investigate things</p>	<p>Post Knowledge Assessments</p>



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different things, for example plastic can be made into cups, plates, toys, chairs.	Materials have different properties that make them useful for different tasks.	properties. Some materials will be better suited to certain purposes than others.		carefully and fairly to find answers to their questions.	
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