

Huyton with Roby Remote Learning Plan - Science

AUTUMN TERM 1		
Year & Unit	Key learning / objectives	Online links to learning/ activities
Year 1 Season and Weather	<u>National Curriculum:</u> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies 	https://classroom.thenational.academy/units/seasons-and-change-3c8a http://www.coreknowledge.org.uk/resources/Resource%20Pack-%20Year%201-%20Seasons%20and%20Weather.pdf https://www.bbc.co.uk/bitesize/topics/zkvv4wx/articles/zcx3gk7 https://www.bbc.co.uk/programmes/p04wf449 https://www.bbc.co.uk/bitesize/articles/zvfbgwx https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-the-changing-seasons/zh4rkmn https://www.bbc.co.uk/bitesize/articles/z6jxdp3 https://www.hamilton-trust.org.uk/science/year-1-science/seasonal-changes-wonderful-weather/ https://www.theschoolrun.com/what-are-seasons https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=1d https://www.stem.org.uk/resources/community/collection/13195/year-1-seasonal-changes
Year 2 Living things and their habitats	<u>National Curriculum:</u> <ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	https://classroom.thenational.academy/units/habitats-c850 https://classroom.thenational.academy/units/the-animal-kingdom-3cfa (ONLY SOME LESSONS LINK WITHIN THIS UNIT) https://www.hamilton-trust.org.uk/science/year-2-science/living-things-and-their-habitats-habitats/ https://www.bbc.co.uk/bitesize/topics/zx882hv https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-grouping-living-things/zfjxcqt https://www.bbc.co.uk/bitesize/articles/zhvmt39 https://www.bbc.co.uk/bitesize/clips/zyx76sg https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=2a https://www.stem.org.uk/resources/community/collection/12723/year-2-living-things-and-their-habitats https://www.teachwire.net/news/living-things-and-their-habitats-resources-for-ks1-science

<p>Year 3 Forces and magnets</p>	<p><u>National Curriculum:</u></p> <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 on the basis of 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 	<p>https://classroom.thenational.academy/units/magnetism-084a https://classroom.thenational.academy/units/forces-717d (FIRST 3 LESSONS LINK) https://www.hamilton-trust.org.uk/science/year-3-science/forces-and-magnets-amazing-magnets/ https://www.bbc.co.uk/bitesize/articles/zfrxhbk https://www.bbc.co.uk/bitesize/topics/zyttyrd https://www.bbc.co.uk/bitesize/topics/znmmn39 https://www.bbc.co.uk/bitesize/topics/zyttyrd/articles/zpvcrdm https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=3e https://www.theschoolrun.com/homework-help/magnets https://www.teachitprimary.co.uk/resources/y3/forces-and-magnets/physical-processes/sorting-interactive-magnetic-or-non-magnetic/25406 https://www.stem.org.uk/resources/community/collection/12391/year-3-forces-and-magnets https://www.teachwire.net/teaching-resources/ks2-science-medium-term-plan-forces-and-magnets</p>
<p>Year 4 Classification of Living Things</p>	<p><u>National Curriculum:</u></p> <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. • construct and interpret a variety of food chains, identifying producers, predators and prey. 	<p>https://classroom.thenational.academy/units/ecosystems-0008 https://classroom.thenational.academy/units/adaptations-91bc (THIS UNIT IS USEFUL FOR LINKS WHEN FOCUSING ON ENVIRONMENT & DANGERS ETC) https://www.bbc.co.uk/bitesize/topics/zn22pv4/articles/z3nbcwx https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-ivys-plant-workshop-grouping-living-things/zfjxcqt https://www.bbc.co.uk/teach/class-clips-video/science-ks2--ks3-classification-of-organisms/zh7g92p https://www.hamilton-trust.org.uk/science/year-4-science/living-things-and-their-habitats-name-living-thing/ https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=4a https://www.stem.org.uk/resources/elibrary/resource/34255/grouping-and-classification-suitable-home-teaching https://www.stem.org.uk/resources/community/collection/12774/year-4-living-things-and-their-habitats https://www.schoolsofkingedwardvi.co.uk/ks2-science-year-4-1a-living-things-classification/</p>

<p>Year 5 Properties and changes of materials</p>	<p><u>National Curriculum:</u></p> <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 give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating 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. 	<p>https://classroom.thenational.academy/units/states-of-matter-3a2a (LESSONS 1-3 LINK)</p> <p>https://classroom.thenational.academy/units/separating-mixtures-9713</p> <p>https://classroom.thenational.academy/units/physical-and-chemical-changes-a481</p> <p>https://www.bbc.co.uk/bitesize/topics/zryycdm (materials)</p> <p>https://www.bbc.co.uk/bitesize/topics/z4339j6 (types of materials)</p> <p>https://www.bbc.co.uk/bitesize/clips/z27w2hv (materials and properties clip)</p> <p>https://www.bbc.co.uk/bitesize/clips/zb9c87h (separating materials)</p> <p>https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=5c</p> <p>https://www.hamilton-trust.org.uk/science/year-5-science/changes-materials-changing-materials-education-pack/</p> <p>http://www.coreknowledge.org.uk/resources/Year%20Five-%20Yearly%20Overview-%20Science.pdf (document with links on)</p> <p>https://www.stem.org.uk/resources/elibrary/resource/35390/properties-and-changes-materials-suitable-home-teaching</p> <p>https://www.stem.org.uk/resources/community/collection/12742/year-5-properties-materials</p> <p>https://grammarsaurus.co.uk/portal/2020/01/year-5-science-properties-and-changes-of-materials-lesson-1/ (subscription needed)</p>
<p>Year 6 Light and seeing things</p>	<p><u>National Curriculum:</u></p> <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 eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them 	<p>https://classroom.thenational.academy/units/light-6f3a</p> <p>https://classroom.thenational.academy/units/light-dark-250b (pre-learning from previous unit in KS2 - LESSONS 1 & 2 BEST LINK)</p> <p>https://www.bbc.co.uk/bitesize/topics/zbsgk7</p> <p>https://www.bbc.co.uk/programmes/b00795tw/clips</p> <p>https://www.bbc.co.uk/bitesize/clips/zyntsbk</p> <p>https://www.hamilton-trust.org.uk/science/year-6-science/crime-lab-investigation/</p> <p>https://www.outstandingscience.co.uk/index.php?action=view_page&page=view_unit&unit=6d</p> <p>https://www.manorprimary.com/usr/docs/2017/5/Year%206%20Investigating%20Light%20and%20How%20we%20see%20things.pdf (planning, activity ideas & weblinks from a school)</p> <p>https://www.rm.gov.uk/sites/default/files/KS2%20How%20Do%20We%20See%20Things.pdf (great revision notes, diagrams etc from royal observatory Greenwich)</p> <p>https://www.stem.org.uk/resources/community/collection/12741/year-6-light</p> <p>https://www.stem.org.uk/resources/elibrary/resource/26917/light-crime-lab-investigation</p>