

## Long Term Plan Template Whitfield St James' CE (VC) Primary School Science overview

Ν	/lain t	heme		History		Ge	ography			Histo	ry	
– KS1	[ p	Driver roject		Child	hood	Br	ight Lights,	, Big City		Sc	hool D	ays
-2023	En	glish pack genres	Autobiographies	Non- chronological reports	Riddles	Information posters	Information posters Directions Narratives			Diarie	s	Letters
022	Bc	ok study	Wilfrid Go	rdon McDonald	Partridge	Topsy and	Tim Visit Lond	lon	Whiffy Wilson: The Wolf who wouldn't go to school			't go to school
5	je	Geog	Ou	r Wonderful Wo	orld	Covered	l in main proje	ct	Geography revision and retrieval practice			l practice
	Sub	Science	Everyday Mate	erials	Human senses	Seas	onal changes		Plant pa	irts	A	nimal parts
			<ul> <li>Y1 Distinguish betw object and the mat from which it is ma</li> <li>Y1 Identify and na variety of everyday materials, includin, plastic, glass, meta and rock.</li> <li>Y1 Describe the sin physical properties variety of everyday materials.</li> <li>Y1 Compare and g together a variety everyday materials basis of their simpl physical properties Distinguish betwee object and the mat from which it is ma y1 Identify and na variety of everyday materials, includin, plastic, glass, meta and rock.</li> <li>Y1 Describe the sin physical properties</li> </ul>	veen anY1cerialcomide.of ame acomg wood,birdl, water,inclyympledraver,incly1mpledraver,incly1mpledraver,incly1mpledraver,incly1cof abodincly1con they1eknocon they1con anundcerialthrochegg wood,l, water,in water,mplecof acof a	Describe and npare the structure variety of mon animals (fish, obibians, reptiles, ls and mammals, uding pets). Identify, name, w and label the ic parts of the nan body and say ch part of the ly is associated n each sense. Develop scientific wledge and ceptual lerstanding bugh the specific iplines of biology, mistry and physics.	<ul> <li>Y1 Identify and nam and garden plants, ir evergreen trees.</li> <li>Y1 Observe changes</li> <li>Y1 Observe and des with the seasons and</li> <li>Y1 Develop scientific understanding throut biology, chemistry and</li> <li>Y1 Develop understate processes and method different types of sci them to answer scient</li> <li>world around them.</li> </ul>	e a variety of c acluding decidu across the fou cribe weather a how day leng c knowledge ar gh the specific ad physics. anding of the n bds of science t ence enquiries ntific questions	common wild lous and ir seasons. associated th varies. nd conceptual disciplines of hature, through that help s about the	<ul> <li>Y1 Identify and i variety of commi- garden plants, in deciduous and et trees.</li> <li>Y1 Identify and of the basic structu variety of commi- flowering plants, trees.</li> <li>Y1 Develop scient knowledge and counderstanding th specific discipline biology, chemistr physics.</li> <li>Y1 Develop und of the nature, pr and methods of a through differen science enquiries them to answer questions about around them.</li> </ul>	name a on wild and cluding vergreen describe re of a on including ntific conceptual prough the es of ry and erstanding ocesses science t types of s that help scientific the world	<ul> <li>Y1 Ide a variet animal: amphik birds ai</li> <li>Y1 Ide a variet animal: carnivo and om</li> <li>Y1 Des compa of a variet and om</li> <li>Y1 Des knowle concep unders throug discipli chemis</li> </ul>	ntify and name ty of common s including fish, bians, reptiles, nd mammals. ntify and name ty of common s that are bres, herbivores nnivores. scribe and re the structure riety of on animals (fish, bians, reptiles, nd mammals, ng pets). velop scientific edge and tual tanding h the specific nes of biology, try and physics.





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		variety of everyday		
		materials.		
		Y1 Compare and group		
		together a variety of		
		everyday materials on the		
		basis of their simple		
		physical properties.		
		.,		





							Science ov	<u>verview</u>					
4 – KS1	Г р	)river roject		Move	ers and S	Shakers			Coastline	2		Magnificent N	Aonarchs
3-202	Eng {	lish pack genres	Biographies	Newspaper reports	Posters	Speeches	Descriptions	Adventure narratives	Non- chronological reports	Persuasive writing	Information leaflets	Kennings poems	Comic strips
202	Во	ok study		Rosa Pa	arks		Katie	Morag ar	nd the New Pie	r	Queen	Victoria's Bathing Ma	chine
	ub ict	Geog		Let's explore	the world		C	overed in	n main project		Geograph	y revision and retrieva	l practice
	Sı je	Science	Human s	survival	Н	labitats	Uses of materials Plant sur			rvival		Animal survival	
			<ul> <li>Y2 Notice that including huma offspring which adults.</li> <li>Y2 Find out ab describe the ba animals, inclue for survival (wa and air).</li> <li>Y2 Describe the importance for exercise, eatin amounts of dif of food, and hy</li> </ul>	animals, ans, have h grow into bout and asic needs of ling humans, ater, food he r humans of g the right ferent types ygiene.	<ul> <li>Y2 Exploit compared difference diff</li></ul>	bre and the ces between hat are living, hat most and how they on each tify and name of plants and in their , including bitats. ribe how obtain their m plants and imals, using of a simple and name t sources of	<ul> <li>Identify an compare the suitability of a of everyday materials, incl wood, metal, glass, brick, ro paper and carr for particular in the shapes of solid objects made some material be changed by squashing, beit twisting and stretching.</li> </ul>	variety uding plastic, ick, dboard uses. ow the d from ls can / nding,	<ul> <li>Y2 Identify the living things libration that the living things libration the living things libration to what the solution of the living the livin</li></ul>	hat most ve in hich they d describe thabitats the basic terent kinds d plants, d epend fr. and name a nts and eir uding 5. and seeds and to mature nd plants ight and a berature to y healthy.	<ul> <li>Y2 Identify that which they are s habitats provide of animals and p other.</li> <li>Y2 Identify and in their habitats,</li> <li>Y2 Describe how plants and other food chain, and i food.</li> <li>Y2 Notice that a offspring which a Y2 Find out abo animals, includir and air).</li> <li>Y2 Identify and everyday materi glass, brick, rock uses.</li> <li>Y2 Develop scie understanding the biology, chemist</li> </ul>	most living things live uited and describe how for the basic needs of lants, and how they de name a variety of plan including microhabita v animals obtain their animals, using the ide dentify and name diffi nimals, including hum grow into adults. ut and describe the ba g humans, for surviva compare the suitabilit als, including wood, m , paper and cardboard ntific knowledge and co nrough the specific dis ry and physics.	in habitats to w different different kinds epend on each ts and animals ts. food from a of a simple erent sources of ans, have sic needs of I (water, food y of a variety of etal, plastic, for particular conceptual ciplines of





	D pi	oriver roject			Maafa			Froz	en Kingd	lom		Britai	n at War	
	Eng £	lish pack genres	Newspaper reports	Persuasive letters	Non- chronologi cal reports	Acrostic poems	Non- chronological reports	Haikus	Newspape r reports	Adventure narratives	Persuasive posters	Historical narrat	ives Nonets	
	Nov	vel study		Freed	om		Y3/4 The La	ast Bear Y4/	<b>'5/6</b> The Wo	olf Wilder	G	ioodnight Miste	er Tom	
		Geog		Our Changi	ng World		C	overed in m	ain project		Geography	revision and re	trieval practice	
2022-2023 – KS2	Subject-specific projects	Science	(NC animals in Y6 - Identify a human circul functions of t Y6 - Recognis drugs and life function. Y6 - Describe water are tra humans. Dig (NC Y4 Describe th the digestive s Y4 Identify the and their simp Y4 Construct a identifying pro Y4 Are equipp required to un science, today	Circulatory sy cluding huma and name th atory system the heart, blo e the impact estyle on the the ways in nsported wi estive system canimals inclu- estive system canimals inclu- estive system canimals inclu- e different typ le functions. and interpret ducers, preda- bed with the s derstand the and for the finance and for th	ystem – 5/6 ins) e main par h, and desc ood vessel t of diet, e: way their which nut thin anima thin anima a - 3/4 and uding huma tions of the hans. poes of teeth a variety of ators and pr cientific kno uses and in uture.	rts of the cribe the s and blood. xercise, bodies rients and ils, including 4/5 ins) e basic parts of in humans food chains, rey. pwledge nplications of	Y6 Describe h broad groups characteristics differences, in and animals. Y6 Give reaso based on spec Y6 Identify ho to suit their er that adaptatic	overed in m ow living thi according to and based cluding mice ns for classif ific characte ow animals a nvironment i n may lead	ain project ngs are clas: o common o on similaritio ro-organism fying plants a eristics. nd plants ar in different y to evolution	sified into bservable es and s, plants and animals re adapted ways and l.	Light and shadov 4/5 Y3 Recognise that light in order to se that dark is the ab light. Y3 Notice that ligh reflected from sur Y3 Recognise that the sun can be dan that there are way their eyes. Y3 Recognise that are formed when from a light source by a solid object. Y3 Find patterns i that the size of sh change. Light theory Y6 - Recognise that appears to travel i lines.	vs – 3/4 and they need ee things and sence of ht is faces. : light from ngerous and vs to protect : shadows the light e is blocked n the way adows / – 5/6 it light n straight	Grouping and classifying – 3/4 Y4 Recognise that living things can be grouped in a variety of ways. Y4 Explore and use classification keys to help group, identify and name a variety of living things in their local and wide environment. Evolution and inheritance – 5/6 (NC Living things an their habitats also) Y6 - Describe how living things are classified into broad groups according to common observable characteristics and based on similarities	/ contractions of the second s





#### Whitfield St James' CE (VC) Primary School Science overview **Y6** - Use the idea that light and differences. travels in straight lines to Electrical circuits and conductors - 3/4 and 4/5 including microexplain that objects are seen organisms, plants Y4 - Identify common appliances that run on because they give out or and animals. Y6 - Recognise that electricity. reflect light into the eye. Y4 Construct a simple series electrical circuit, **Y6** - Explain that we see things living things have identifying and naming its basic parts, including because light travels from light changed over time cells, wires, bulbs, switches and buzzers. and that fossils sources to our eyes or from Y4 Identify whether or not a lamp will light in a light sources to objects and provide information simple series circuit, based on whether or not the then to our eyes. about living things lamp is part of a complete loop with a battery. **Y6** Use the idea that light that inhabited the Y4 Recognise that a switch opens and closes a Earth millions of travels in straight lines to circuit and associate this with whether or not a explain why shadows have the vears ago. lamp lights in a simple series circuit. same shape as the objects that Y6 Recognise that Y4 Recognise some common conductors and cast them. living things produce insulators, and associate metals with being good **Y6** Develop scientific offspring of the same conductors. knowledge and conceptual kind, but normally Y4 Develop scientific knowledge and conceptual understanding through the offspring vary and understanding through the specific disciplines of specific disciplines of biology, are not identical to biology, chemistry and physics. chemistry and physics. their parents **Y6** Are equipped with the Y6 Identify how Electrical circuits and components – 5/6 scientific knowledge required animals and plants Y6 - Associate the brightness of a lamp or the to understand the uses and are adapted to suit implications of science, today volume of a buzzer with the number and voltage their environment in of cells used in the circuit. and for the future different ways and Y6 - Compare and give reasons for variations in that adaptation may how components function, including the lead to evolution. brightness of bulbs, the loudness of buzzers and the on/off position of switches. Y6 - Use recognised symbols when representing a simple circuit in a diagram

Long Term Plan Template

023-2024	Driver project	X	Thro	ough the	Ages	<u>aul</u>	Rock, Re	elics and l	Rumbles		Emper	ors and Emp	ires
Year 2	English pack genres	Narratives	Instructions	Cinquains	Chronological reports	Non- chronological reports	Shape poems	Newspaper reports	Diaries	Biographies	Letters	Myths	Poems





No	vel study	Stig of the Dump	The Firework-Maker's Daughter	Roman Tales: The Goose Guards
	Geog	One Planet, Our World	Covered in main project	Geography revision and retrieval practice
Subject-specific projects	Science	<ul> <li>Skeletal and muscular systems – 3/4 (NC animals including humans)</li> <li>Y3 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.</li> <li>Y3 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>Human reproduction and ageing – 5/6 and 4/5 (NC – living things and their habitats and animals including humans)</li> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li> <li>Y5 Describe the life process of reproduction in some plants and animals.</li> <li>Y5 Describe the changes as humans develop to old age.</li> <li>Y5 Develop scientific knowledge and conceptual understanding through the specific disciplines of plology, chemistry and physics.</li> </ul>	<ul> <li>Covered in main project (all year groups)</li> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</li> <li>Recognise that soils are made from rocks and organic matter</li> <li>Forces and magnets – 3/4</li> <li>Y3 Compare how things move on different surfaces.</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>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.</li> <li>Describe magnets as having two poles.</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Forces and mechanism – 5/6 and 4/5</li> <li>Y5 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	Light and Shadows – 3/4Plant nutrition and reproduction – everyoneY3 Recognise that they need light in order to see things and that dark is the absence of light. Y3 Notice that light is reflected from surfaces. Y3 Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Y3 Recognise that shadows are formed when the light from a light source is blocked by a solid object. Y3 Find patterns in the way that the size of shadows change.Y3 Recognise that shadows are formed when the light from a light source is blocked by a solid object. Y3 Find patterns in the way that the size of shadows change.Y3 Investigate the way in which water is transported within plants.Y6 Recognise that light appears to travel in straight lines. Y6 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. Y6 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. 





					Y6 Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics. Y6 Are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
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	D pr	priver roject		I	nvasion			Misty M	ountain, River	Winding		Ancient Civilis	sations
	Eng g	lish pack genres	Anglo-Saxon poems	Playscripts	Norse myths	Non- chronological reports	Diaries	Leaflets	Explanations	Narrative poems	Free verse poems	Instructions	Stories from other cultures
	Νον	vel study	Т	he Saga of Eri	k the Viking	5	К	ing of the C	loud Forests			Secrets of a Sun King	
		Geog		Interconnect	ed World		C	Covered in n	nain project		Geography	y revision and retrieva	Il practice
2024-2025 – KS2	Subject-specific projects	Science	Digestive sy (NC animals huma Y4 Describe the functions of th of the digestive humans. Y4 Identify the types of teeth and their simpl Y4 Construct a a variety of foc identifying pro predators and Y4 Are equipp scientific know required to unu uses and implie science, today future.	e simple e basic parts e system in e different in humans le functions. ind interpret od chains, ducers, prey. ed with the ledge derstand the cations of and for the	Y4 Identi sounds a associati them wit vibrating Y4 Reco vibration sounds t a mediur Y4 Find between sound ar the objec produce Y4 Find between of a sour strength	Ind – 3/4 fy how re made, ng some of th something th something th something the something the something the pitch of a the pitch of a the pitch of a the pitch of a the that d it. patterns the volume the volume of the	Covered Y4 Recognise that this can st things. Y4 Identify th condensation the rate of ev States of Mat Y3/4 Y4 Use straightforwa scientific evid answer quest to support the findings. Y4 Compare a group materia together, acce to whether th	ed in main p that enviro cometimes p in the part playe in the wate aporation w ter – rd s ence to ions or eir t and als c proding c iev are b	roject (every onments can pose dangers ed by evapor er cycle and a vith tempera Grouping an - 3 4 Use straig scientific evid answer quest support their 4 Recognise chings can be a variety of w 4 Explore a classification pelo group in	rone) change and s to living ration and associate ture. d classifying /4 ht forward dence to tions or to findings. e that living e grouped in vays. nd use keys to dentify and	Electrical Y4 Identify comm Y4 Construct a si identifying and na wires, bulbs, swit Y4 Identify whetl series circuit, bas of a complete loc Y4 Recognise tha and associate this a simple series cir Y4 Recognise sor insulators, and as conductors. Y4 Develop scien understanding th biology, chemistr	i circuits and conductor on appliances that run mple series electrical aming its basic parts, i ches and buzzers. her or not a lamp will ed on whether or not op with a battery. It a switch opens and of swith whether or not rcuit. ne common conductor sociate metals with be tific knowledge and co rough the specific diso y and physics.	ors – 3/4 n on electricity. circuit, ncluding cells, light in a simple the lamp is part closes a circuit a lamp lights in rs and eing good onceptual ciplines of





#### Long Term Plan Template Whitfield St James' CE (VC) Primary School Science overview

			Science overview	V	
		vibrations that	solids, liquids or	name a variety of living	
	Circulatory system – 4/5	produced it.	gases.	things in their local and	Y6 Associate the brightness of a lamp or the volume of
	and 5/6	Y4 Recognise that	Y4 Observe that	wider environment.	a buzzer with the number and voltage of cells used in
	(NC animals including	sounds get fainter as	some materials		the circuit.
	humans)	the distance from the	change state when		Y6 Compare and give reasons for variations in how
		sound source	they are heated or	Evolution and	components function, including the brightness of
	Y6 Identify and name the	increases.	cooled, and measure	inheritance – 4/5 and	bulbs, the loudness of buzzers and the on/off position
	main parts of the human		or research the	5/6	of switches.
	circulatory system, and		temperature at		Y6 Use recognised symbols when representing a simple
	describe the functions of	Light and space – 4/5	which this happens in	<b>Y6</b> Describe how living	circuit in a diagram
	the heart, blood vessels	and 5/6	degrees Celsius (°C).	things are classified into	
	and blood.	Y5 Describe the		broad groups according	
	Y6 Recognise the impact of	movement of the	Properties and	to common observable	
	diet, exercise, drugs and	Earth, and other	changes of materials	characteristics and	
	lifestyle on the way their	planets, relative to the	5/6 4/5	based on similarities and	
	bodies function.	Sun in the solar		differences, including	
	Y6 Describe the ways in	system.	<b>Y5</b> Use knowledge of	micro-organisms, plants	
	which nutrients and water	Y5 Describe the	solids, liquids and	and animals.	
	are transported within	movement of the	gases to decide how	Y6 Recognise that living	
	animals, including humans.	Moon relative to the	mixtures might be	things have changed	
		Earth.	separated, including	over time and that	
		Y5 Describe the Sun,	through filtering,	fossils provide	
		Earth and Moon as	sieving and	information about living	
		approximately	evaporating.	things that inhabited the	
		spherical bodies.	Y5 Give reasons,	Earth millions of years	
		Y5 Use the idea of the	based on evidence	ago.	
		Earth's rotation to	from comparative	Y6 Recognise that living	
		explain day and night	and fair tests, for the	things produce offspring	
		and the apparent	particular uses of	of the same kind, but	
		movement of the sun	everyday materials,	normally offspring vary	
		across the sky.	including metals,	and are not identical to	
			wood and plastic.	their parents	
			Y5 Demonstrate that	Y6 Identify how animals	
			dissolving, mixing and	and plants are adapted	
			changes of state are	to suit their	
			reversible changes.	environment in different	
			Y5 Explain that some	ways and that	
			changes result in the	adaptation may lead to	
			formation of new	evolution.	
			materials, and that		
			this kind of change is		
			not usually		
			reversible, including		
			changes associated		





<u>Science overview</u>									
				Science overview with burning and the action of acid on bicarbonate of soda. Y5 Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemictry and	<u>/</u>				
				disciplines of biology, chemistry and physics.					

	D pi	Driver projectDynamic DynastiesEnglish pack genresNarrative poemsBiographiesStories from other culture			sties		Sow, C	Brow and	d Farm		Ground	lbreaking Gre	eeks
	Eng £	lish pack genres	Narrative poems	Biographies	Stories from other cultures	Non- chronological reports	Diaries	Leaflets	Balanced arguments	Greek myths	Balanced arguments	Playscripts	Odes
	No	vel study	Bronze	and Sunflower			The Secret	Garden			Who Let the	Gods Out?	
		Geog	Investig	ating our World		C	overed in m	ain project		Geog	raphy revision a	nd retrieval pract	ice
2025-2026 – KS2	Subject-specific projects	Science	Forces and magnets – and 4/5 Y3 Compare how things move on different surfa Y3 Notice that some for need contact between objects, but magnetic forces can act at a dista Y3 Observe how magnet attract or repel each ot and attract some mater	3/4 Sources Identify I aces. are made rces some of two somethin Y4 Record right rest sounds ther a medium rials Y4 Find particular sources rest sources sources rest rest sources rest rest rest rest rest rest rest re	nnd – 3/4 now sounds e, associating them with ng vibrating. gnise that s from ravel through n to the ear. patterns	Skeletal an Y3 Identify tha the right types they cannot m nutrition from Y3 Identify tha have skeletons protection and	d muscular at animals, ir s and amour bake their ov what they e at humans a s and muscle d movement	systems 3/4 including hur it of nutritic vn food; the eat. nd some ot es for suppo	<b>1 and 4/5</b> mans, need on, and that ey get her animals ort,	Y4 Use straig questions or Y4 Compare to whether t Y4 Observe they are hea the tempera Celsius (°C).	States of matter the support thei and group mat hey are solids, li that some mate ted or cooled, a ture at which th	er 3/4 and 4/5 atific evidence to a r findings. erials together, ac quids or gases. rials change state nd measure or res is happens in deg	answer cording when search rees
	.,		and not others. Y3 Compare and group together a variety of everyday materials on t basis of whether they a attracted to a magnet,	between sound ar the object re Y4 Find and between	the pitch of a ad features of at that d it. patterns the volume	Human r (Living thing i	eproduction gs and their including hu	<b>1 and agein</b> habitats and mans NC)	g <b>– 5/6</b> d animals	Prop Use knowlec how mixture filtering, siev	erties and chan Ige of solids, liqu s might be sepa ring and evapora	ges of materials 5, uids and gases to o rated, including th ating.	/6 decide nrough





			Science overview	
	<ul> <li>identify some magnetic materials.</li> <li>Y3 Describe magnets as having two poles.</li> <li>Y3 Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> <li>Forces and Mechanisms – Y5/6</li> <li>Y5 Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</li> <li>Y5 Identify the effects of air resistance, water resistance and friction, that act between moving surfaces.</li> <li>Y5 Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul>	of a sound and the strength of the vibrations that produced it. Y4 Recognise that sounds get fainter as the distance from the sound source increases. Light and space – 4/5 and 5/6 Describe the movement of the Earth, and other planets, relative to the Sun in the solar system. Y5 Describe the movement of the Moon relative to the Earth. Y5 Describe the Sun, Earth and Moon as approximately spherical bodies. Y5 Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. YS Describe the life process of reproduction in some plants and animals. YS Describe the changes as humans develop to old age. YS Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.	<ul> <li>Y5 Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.</li> <li>Y5 Demonstrate that dissolving, mixing and changes of state are reversible changes.</li> <li>Y5 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.</li> <li>Y5 Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.</li> </ul>