

**HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL**  
**SCIENCE MEDIUM TERM PLAN TERM 4 2024 - 2025**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<p><b>Hedgehog (Y1)</b>  <b>Animals, including humans</b>            Comparing animals</p>	<p><b>Animal groups</b>            To identify and group animals.</p>	<p><b>Describing animals</b>            To describe a variety of animals.</p>	<p><b>Comparing animals</b>            To compare the features of animals.</p>	<p><b>Carnivore, herbivore or omnivore?</b>            To identify animals that are carnivores, herbivores and omnivores.</p> <p>Working scientifically            To research using non-fiction texts.</p>	<p><b>Pets</b>            To recognise animals that make suitable pets.</p> <p>Working scientifically            To gather and record data to help in answering questions.</p>	<p><b>Jane Goodall</b>            To describe and compare the structure of animals.</p> <p>Science in action            To know about famous scientists throughout history.</p>
<p><b>Fox (Y2)</b>  <b>Animals, including humans</b>            Life cycles and health</p>	<p><b>The human life cycle</b>            To identify different stages of the human life cycle.</p>	<p><b>Life cycles</b>            To know which offspring come from which parent animal.</p>	<p><b>Growth</b>            To observe and measure growth in humans.</p> <p>Working scientifically            To use simple measuring equipment.</p>	<p><b>Survival</b>            To identify and list the basic needs for survival for humans and animals.</p> <p>Working scientifically            To use secondary sources to research.</p>	<p><b>Exercise and hygiene</b>            To recognise the importance of exercise and personal hygiene.</p> <p>Working scientifically            To make observations over time.</p>	<p><b>Balanced diet</b>            To identify how to have a balanced diet.</p> <p>Working scientifically            To interpret collected results.</p>

<p><b>Badger (Y3)</b> <b>Energy</b> Light and shadows</p>	<p><b>Sources of Light</b> Knowledge To explain the role of light sources.</p> <p>Working scientifically To plan and draw a results table.</p>	<p><b>What is Reflection?</b> To compare light reflecting on different surfaces</p>	<p><b>Where Do Shadows Come From?</b> Knowledge To recognise which materials cast a shadow.</p> <p>Working scientifically To ask testable questions and plan how to answer them.</p>	<p><b>Shadows throughout the Day</b> Knowledge To summarise how shadows change throughout the day.</p> <p>Working scientifically To evaluate a method.</p>	<p><b>Investigating Shadows</b> Knowledge To investigate how the distance of the light source affects the size of its shadow.</p> <p>Working scientifically To find patterns in data and form conclusions.</p>	<p><b>Using Light and Shadows</b> Knowledge To tell a story using shadow puppets.</p> <p>Science in action To recall how different people work with light and shadows.</p>
<p><b>Otter (Y4)</b> <b>Energy</b> Sound and vibrations</p>	<p><b>Vibrations</b> Knowledge: To describe how sounds are made. Working scientifically: To observe closely how different instruments create a sound</p>	<p><b>Sound waves</b> Knowledge: To describe how sounds are heard through different mediums. Working scientifically: To research how whales and dolphins communicate underwater.</p>	<p><b>Volume</b> Knowledge: To describe the relationship between vibration strength and volume. Working scientifically: To present results using a bar chart.</p>	<p><b>Volume and distance</b> Knowledge: To describe the relationship between volume and distance. Working scientifically: To suggest which variables to measure and for how long.</p>	<p><b>Pitch</b> Knowledge: To describe pitch and how to change it. Working scientifically: To design simple results tables.</p>	<p><b>Sound insulation</b> Knowledge: To explain how insulating materials can be used to muffle sound. Working scientifically: To identify when results or observations do not match predictions</p>
<p><b>Robin (Y5)</b> <b>Living things and their habitats</b> Life cycles and</p>	<p><b>Life cycles and reproduction in plants</b> To describe the life cycle of a plant, including</p>	<p><b>Life cycle of a mammal</b> To describe the life cycle of a mammal.</p>	<p><b>Life cycle of a bird</b> To describe the life cycle of a bird and compare it with that of a mammal.</p>	<p><b>Life cycle of an amphibian</b> To describe the life cycle of an amphibian.</p>	<p><b>Life cycle of an insect</b> To describe the life cycle of an insect and compare it with</p>	<p><b>Asexual reproduction in plants</b> To describe asexual reproduction in plants.</p>

reproduction	<p>the reproductive stage.</p> <p>Working scientifically: To observe and compare equivalent parts in different flowers.</p>	<p>Working scientifically: To research the life cycles of different mammals.</p>	<p>Working scientifically: To pose questions to compare the life cycles of different birds.</p>	<p>Working scientifically: To suggest how temperature may affect egg hatching.</p>	<p>that of an amphibian.</p> <p>Working scientifically: To use data to describe a relationship and make predictions.</p>	<p>Working scientifically: To represent root growth over time on a line graph.</p>
<p><b>Deer (Y6)</b> <b>Energy</b> Circuits, batteries, switches</p>	<p><b>Components and circuits</b> To use recognised symbols for electrical components.</p>	<p><b>Circuit diagrams</b> To predict and present results for electrical circuits.</p> <p>Working scientifically To use standardised symbols when drawing diagrams.</p>	<p><b>Current and resistance</b> To recognise a link between the number of components and resistance.</p> <p>Working scientifically To explain results using scientific knowledge.</p>	<p><b>Batteries and voltage</b> To identify ways to change voltage within an electrical circuit.</p> <p>Working scientifically To design a results table.</p>	<p><b>Voltage and bulb brightness</b> To investigate how voltage affects bulb brightness.</p> <p>Working scientifically To plan an enquiry.</p>	<p><b>Practical circuits</b> To apply knowledge of circuits and components to a practical solution.</p> <p>Science in action To recognise that scientific knowledge can solve a problem.</p>