

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 5 2024 - 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Hedgehog (Y1) Plants An introduction to plants</p>	<p>What is a plant? To identify plants in the school grounds.</p> <p>Working scientifically To plan an investigation.</p>	<p>Parts of a plant To identify parts of a flowering plant.</p> <p>Working scientifically To draw and label a diagram.</p>	<p>Wild and garden plants To identify and name wild and garden plants.</p> <p>Working scientifically To sort flowers into groups.</p>	<p>Deciduous and evergreen trees To identify and name deciduous and evergreen trees.</p> <p>Working scientifically To measure and compare leaves.</p>	<p>Sorting seeds To recognise that new plants come from seeds and bulbs.</p> <p>Working scientifically To recognise that observations do not always match predictions.</p>	<p>Which plant parts can you eat? Science in action To recognise the importance of a scientist's role.</p> <p>Working scientifically To use observations to find answers to questions.</p>
<p>Fox (Y2) Plants Plant growth</p>	<p>What do seeds need to grow? To recognise that seeds need certain conditions for growth.</p> <p>Working scientifically To plan comparative tests.</p>	<p>Seeds and bulbs To recognise that seeds and bulbs contain what they need to grow into a plant.</p> <p>Working scientifically To measure with a ruler.</p>	<p>Germination To describe what seeds need to germinate.</p> <p>Working scientifically To record data in a table.</p>	<p>Light and plant growth To describe the effect of light on plant growth.</p> <p>Working scientifically To observe using a magnifying glass.</p>	<p>Plant life cycle To identify stages of a plant's life cycle.</p> <p>Working scientifically To draw and label diagrams.</p>	<p>Plant care To recognise what plants need for healthy growth.</p> <p>Science in action To recognise that humans have a responsibility to care for plants.</p>

<p>Badger (Y3) Plants Plant reproduction</p>	<p>Plant growth To identify the growth and survival needs of plants. Working scientifically To pose relevant questions.</p>	<p>Structure and function To describe the relationship between structure and function in plants. Working scientifically To design simple results tables.</p>	<p>Transporting water To investigate how water is transported in plants. Working scientifically To plan a simple enquiry.</p>	<p>Flowers To explore the role of flowers in the life cycle of a plant. Working scientifically To complete, read and interpret data in a bar chart.</p>	<p>Evaluating an enquiry To apply knowledge of plant life and growth. Working scientifically To identify and suggest changes to an enquiry.</p>	<p>Seed dispersal To explore seed dispersal methods. Working scientifically To use results to draw conclusions.</p>
<p>Otter (Y4) Animals, including humans Classification and changing habitats</p>	<p>Grouping living things; vertebrate and invertebrate To group animals in various ways. Working scientifically To record data in different ways.</p>	<p>Grouping living things; Plants To group plants in various ways. Working scientifically To apply and create classification keys.</p>	<p>Classification keys Working scientifically To make careful observations. To make and use classification keys.</p>	<p>Habitats and seasonal change To recognise and describe different habitats and their inhabitants. Working scientifically To gather, record, classify and present data.</p>	<p>Human impacts on habitats To recognise the impact humans can have on habitats. Working scientifically To research using an information sheet.</p>	<p>Natural changes to habitats Knowledge To recognise the impact of natural disasters on habitats.</p>
<p>Robin (Y5) Forces, earth and space Imbalanced</p>	<p>Gravity To describe gravity and its effects. Working</p>	<p>Air resistance To describe air resistance and its effects. Working</p>	<p>Water resistance To describe water resistance and its effects. Working</p>	<p>Friction To describe friction and its effects. Working</p>	<p>Levers, pulleys and gears To describe the effects of levers, pulleys and simple machines on</p>	<p>Levers, pulleys and gears To describe the relationship between lever length and effort.</p>

forces	<p>scientifically To analyse data to write a conclusion.</p>	<p>scientifically To plan a fair test to investigate air resistance.</p>	<p>scientifically To design a results table.</p>	<p>scientifically To evaluate a method.</p>	<p>movement. Working scientifically To draw and label a diagram.</p>	<p>Working scientifically To draw an accurate line graph.</p>
<p>Deer (Y6) Animals, including humans Circulation and exercise</p>	<p>Factors affecting health To identify factors that affect our health and how to reduce their negative impact.</p> <p>Working scientifically To evaluate sources of information.</p>	<p>The heart and circulatory system To summarise the key structures and purpose of the circulatory system.</p>	<p>Blood To identify the key roles of blood.</p> <p>Working scientifically To evaluate a model.</p>	<p>Heart rate To explore the relationship between animal size and heart rate.</p> <p>Working scientifically To interpret patterns in data.</p>	<p>Investigating exercise and heart rate To investigate the relationship between exercise and heart rate.</p> <p>Working scientifically To write a method.</p>	<p>Heart rate and fitness To describe the relationship between heart rate and fitness.</p> <p>Working scientifically To draw a line graph.</p>