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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hedgehog **Plants**	To elicit children's ideas on the different plants in the environment. To know some names of common flowering plants. To know the main parts of a flowering plant. To know and compare some names of common garden flowering plants. To know some names of common wild flowering plants.	To know that flowering plants grow from seeds and have roots. To know the basic structure of a plant. To know that some flowering plants grow from bulbs. To observe and record the growth of a hyacinth bulb.	To understand that plants grow from seeds. To compare seeds from different plants. To recognise the conditions needed for germination. To observe and record the germination of seeds. To observe and record plant growth under different conditions. To understand that plants need light for healthy growth. To understand why plants have flowers. To suggest why flowers are sometimes scented and colourful.	To observe and compare the roots of two different plants. To observe and record the roots of root vegetables. To observe, record and understand the conditions needed for plant growth. To identify different parts of plants. To identify which part of a plant various vegetables come from.	To know some names of common trees. To distinguish between evergreen and deciduous trees.	To know that plants grow and change and that some roots, stems, flowers and leaves are edible. To know that different plants live in different conditions. To observe willow plants.	**POP task**

Fox **Living Things**	To introduce the idea that we each have individual characteristics. To consider the differences between living things (humans). To understand their own bodies and compare characteristics.	To understand the characteristics of what is living and what is not. To understand what it means to be alive. To understand and identify the differences between dead and never been alive.	To understand and identify the differences between living, dead and never been alive. To understand the similarities and differences between mammals, including humans. To understand that living things change.	To understand that there are differences between living things. To look at and identify different plants. To identify the things plants need to survive and grow.	To know what we need to stay alive and healthy. To know what it is that makes us human and different from other living things. To recognise and understand the differences between mammals.	To understand what it means to be healthy and how we achieve it. To know what our senses are. To understand how essential senses are and how we use them. To understand the importance of senses to different animals.	**POP task**
Badger **Electricity**	To identify common appliances that run on electricity.	To construct a simple series electrical circuit. To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.	To construct a simple series electrical circuit.	To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.	To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. To recognise some common conductors and insulators, and associate metals with being good conductors.	To recognise some common conductors and insulators, and associate metals with being good conductors.	**POP task**
Otter **States of matter**	To compare and group materials together, according to whether they are solids, liquids or gases.	To compare and group materials together, according to whether they are solids, liquids or	To observe that some materials change state when they are heated or cooled, and measure the	To observe that some materials change state when they are heated or cooled, and measure the	To identify the part played by evaporation and condensation in the water cycle.	To identify the part played by evaporation and condensation in the water cycle.	**POP task**

		gases.	temperature at which this happens in degrees Celsius (°C).	temperature at which this happens in degrees Celsius (°C). To associate the rate of evaporation with temperature.			
Deer **Electricity**	To know that electricity can be controlled to do different jobs. To know how to light a bulb in an electrical circuit. To name the parts of a circuit. To know how to build a simple circuit that makes a bulb light or a buzzer sound.	To understand how switches can control the flow of electricity around a circuit. To know that the number of bulbs and batteries in a circuit will affect how bright the bulbs are.	To learn why Faraday is famous.	To consider the path of electricity in different circuit designs. To know that the more wire in the circuit, the dimmer the bulb. To understand how very long telephone wires might affect the quality of the signal.	To know how the position of a switch or switches will make a circuit change how it works. To understand how lights in different rooms can be on and off at different times. To know that batteries provide a portable supply of electricity, but mains electricity produces more power.	To know that care is needed whenever using electricity. To know that electricity is important to everyday life. To describe a number of ways of generating electricity.	**POP task**