

HIGH LITTLETON CHURCH OF ENGLAND PRIMARY SCHOOL
SCIENCE MEDIUM TERM PLAN TERM 1 2023-2024

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Hedgehog (Y1) Forces, Earth and space Seasonal changes	Wonderful weather To identify how the weather changes across the four seasons.	Seasonal activities To identify events and activities that take place in different seasons.	How do trees change? To know how trees change across the four seasons.	Daylight hours To recognise that daylight hours change across the four seasons. Working scientifically: To record data in a pictogram.	Observing over time Working scientifically: To gather and record data about how seasons change over time.	Weather reports To plan and carry out a weather report.	POP Task
Fox (Y2) Living things Habitats	Life processes To identify some of the characteristics of living things.	It feels good to be alive To recognise the difference between things that are alive, were once alive or have never been alive. Working scientifically: To classify objects into groups.	Introduction to habitats To identify plants and animals in different habitats.	Woodland habitats To identify how a habitat provides animals and plants with what they need to survive. Working scientifically: To carry out research to find answers to questions.	Rainforest and ocean habitats To recognise how animals and plants depend on each other.	Food chains To recall how animals get their food from plants and other animals.	POP Task

<p>Badger (Y3) Animals Movement and nutrition</p>	<p>Skeletons To explain the role of a skeleton.</p> <p>Working scientifically: To group animals based on their physical properties.</p>	<p>The bones in our body To recognise the main bones in the body.</p> <p>Working scientifically: To measure and sort data.</p>	<p>Muscles and movement To explain how muscles are used for movement.</p> <p>Science in action: To explore scientific advances.</p>	<p>Eating for survival To explain how food is an essential energy source for animals.</p> <p>Working scientifically: To gather and compare data to answer questions.</p>	<p>Nutrient groups To identify the main nutrient groups and their simple functions.</p> <p>Working scientifically: To record information using secondary sources.</p>	<p>Balanced diets To explain what makes a balanced diet.</p> <p>Science in action: To explore how knowledge has progressed over time and different jobs use this information.</p>	<p>POP Task</p>
<p>Otter (Y4) Animals Digestion and food</p>	<p>The human digestive system To describe the function of the human digestive system.</p> <p>Working scientifically: To evaluate a model.</p>	<p>Human teeth To recognise the different types of human teeth and their roles in eating.</p> <p>Science in action: To describe real observation methods and evidence collected.</p>	<p>Investigating dental hygiene To explain how to care for our teeth.</p> <p>Working scientifically: To plan an enquiry by considering which variables should be changed, measured and controlled.</p> <p>Science in action: To determine why scientists need to work</p>	<p>Teeth of carnivores, herbivores and omnivores To recognise that differences in teeth relate to an animal's diet.</p> <p>Working scientifically: To classify animals based on their diet.</p>	<p>Producers, predators and prey in food chains To recognise producers, predators and prey in food chains.</p> <p>Working scientifically: To analyse trends in line graphs and form conclusions using scientific knowledge.</p>	<p>Poo clues To recognise that animal poo can give us clues about digestion, teeth and diet.</p> <p>Working scientifically: To construct a results table for recording observations.</p>	<p>POP Task</p>

			collaboratively and evaluate experiments.				
Robin (Y5) Materials Mixtures and separation	Mixtures To describe mixtures. Working scientifically: To research using a range of secondary resources.	Sieving To explain the process of sieving. Working scientifically: To draw and annotate a diagram to explain a concept.	Filtering To explain the process of filtering. Working scientifically: To identify testable questions and how to answer them.	Solutions To describe solutions and how they can be identified. Working scientifically: To make observations about solutions.	Dissolving To identify which factors affect the time taken to dissolve. Working scientifically: To plan a fair test with consideration of variables and measurements.	Evaporating To describe the process of evaporation.	POP Task
Deer (Y6) Living things Classifying big and small	Carl Linnaeus and classification To explain how organisms are classified using the Linnaean system.	Cold-blooded vertebrates To classify the cold-blooded vertebrate groups using their common characteristics	Warm-blooded vertebrates To classify the warm-blooded vertebrate groups using their common characteristics	Invertebrates To classify invertebrates.	Plants To describe how the plant kingdom is organised (based on shared characteristics) Working scientifically: To produce a working classification key.	Micro organisms To describe and classify microorganisms	POP Task