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

	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 and their habitats 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	**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	**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**

		objects into groups.		research to find answers to questions.			
Badger (Y3) Animals, including humans Movement and nutrition	**Skeletons** To explain the role of a skeleton. Working scientifically: To group animals based on their physical properties.	**The bones in our body** To recognise the main bones in the body. Working scientifically: To measure and sort data.	**Muscles and movement** To explain how muscles are used for movement. Science in action: To explore scientific advances.	**Eating for survival** To explain how food is an essential energy source for animals. Working scientifically: To gather and compare data to answer questions.	**Nutrient groups** To identify the main nutrient groups and their simple functions. Working scientifically: To record information using secondary sources.	**Balanced diets** To explain what makes a balanced diet. Science in action: To explore how knowledge has progressed over time and different jobs use this information.	**POP Task**
Otter (Y4) Animals, including humans Digestion and food	**The human digestive system** To describe the function of the human digestive system. Working scientifically: To evaluate a	**Human teeth** To recognise the different types of human teeth and their roles in eating. Science in action: To describe real observation	**Investigating dental hygiene** To explain how to care for our teeth. Working scientifically: To plan an enquiry by considering	**Teeth of carnivores, herbivores and omnivores** To recognise that differences in teeth relate to an animal's diet.	**Producers, predators and prey in food chains** To recognise producers, predators and prey in food chains. Working scientifically:	**Poo clues** To recognise that animal poo can give us clues about digestion, teeth and diet. Working scientifically: To construct a results table	**POP Task**

	model.	methods and evidence collected.	which variables should be changed, measured and controlled. To determine why scientists need to work collaboratively and evaluate experiments.	Working scientifically: To classify animals based on their diet.	To analyse trends in line graphs and form conclusions using scientific knowledge.	for recording observations.	
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 and their	**Carl Linnaeus and classification** To explain how	**Cold-blooded vertebrates** To classify the cold-blooded vertebrate	**Warm-blooded vertebrates** To classify the warm-blooded vertebrate	**Invertebrates** To classify invertebrates.	**Plants** To describe how the plant kingdom is organised	**Micro organisms** To describe and classify micro	**POP Task**

habitats Classifying big and small	organisms are classified using the Linnaean system.	groups using their common characteristics	groups using their common characteristics		(based on shared characteristics) Working scientifically: To produce a working classification key.	organisms.	